

## REGULAR BOARD MEETING AGENDA

Date: May 18, 2021  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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1.3. Information Received In-Camera	
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## Regular Board Meeting

Declined Delegations	Item 5.1
May 18, 2021	

As per Policy I-06 - Delegation to the Board, a total number of two (2) delegations were declined for the May 18, 2021 Regular Board Meeting.

Submitted and approved by:

P. Murphy  
Chair of the Board and Milton Trustee

**Jack:** This delegation we present to you today, is a filtered version of the original. The original delegation is included in correspondence with the board, and we highly suggest you give it a read. We come to you today as representatives of the collective body of HCDSB-wide Student Council Presidents, and subsequently, all those who duly elected us as student body presidents. It is our primary duty that the wishes and voice of our constituents are appropriately represented and platformed. It is our sincere belief that that policy and vision of student representation has often been diminished and has not been considered in many of the decisions that are made affecting our student population. The events of the weeks preceding this delegation would be one example, of many, where student dignity and inclusion has been disregarded when certain decisions have been made by members of this Board.

Every statement and every word we make as student representatives that is released is deliberate, insightful and focused with the fundamental hope that it will elicit an appropriate response through the decisions that are made by the Board.

We are here as students, for students - and it's highly imperative that you know how we, as key and relevant stakeholders in the Board, feel. It is often up to us to express the voice of the students that feel disenfranchised and disheartened by the leadership that is supposed to represent them.

**Faiq:** As you know, we recently released a statement as HCDSB Student Council Presidents in opposition to the motion that was passed where the amended motion did not allow for the flying of the Pride Flag. This is one of the issues as referenced by Jack that often seem to dismiss or do not engage from the beginning the student voice. There seems to be a consistent culture in Board leadership in which time-and-time again, student voice is rejected as valid input or even input at all. Two other decisions that immediately come to one's mind (which were reversed eventually) that were similar in the fact that student voice was somewhat denied was when HCDSB banned Gay-Straight Alliances, along with the Sanctity of Life Charity decision. Most recently, I-26 has come under scrutiny from students, for not allowing non-Catholic individuals to run for Student Trustee - an elected position that is meant to represent an increasingly diverse student population.

**Faiq:** I hope you can ponder for a minute the fact that if student voice is not consistently and effectively considered, really truly weighed as valid input, do you really make the right decisions on matters that directly impact HCDSB students and make them on behalf of ALL of your constituents? Are your decisions always made in the best interest of students and educators alike?

**Jack:** With our Board's motto being "Achieving, Believing, and Belonging," we believe that it is imperative for students and staff to feel as if they belong and are accepted in their work environment to reach their full educational potential and this must be reflected in the decision making at the school and Board levels. If we are to be a "model learning environment," are we not to ensure that everyone can comfortably be in a space where they can learn and work without their dignity being compromised? At the May 11th Policy meeting, in relation to the

policy being discussed and implemented that would affect Gifted/IEP students, Trustee DeRosa stated that the 200 (roughly 0.6%) students with such assessments was “a lot of kids.” In keeping with that thinking, is this rationale applied to all decisions made by this board when it comes to all groups of students?

**Emma:** It is becoming more evident that a culture of personally motivated and personally biased behaviour and decisions is rampant in Board leadership. It is extremely disheartening and counterproductive to be part of a Board in which the Trustees clearly don't work for their constituents, but rather their own self-interest. Again, we reiterate, there is no compromise to the dignity and well-being of any group. As an example, you cannot tell one group of individuals to disregard a flag with such obvious meaning and gravity behind it, and try to replace it with your own design or neuter the visibility as much as possible - it just doesn't work like that. As leaders and representatives of our schools, we have listened to the members of our respective communities, understood their concerns, and are now asking you as trustees to do the same. If you are making decisions that are supposedly in our best interest, then should we not be invited to the table? We ask that as leaders, you stand with us to help make a positive change, and moving forward, make decisions that are not detrimental to our HCDSB community. School Councils have CPIC as a mechanism for voice, for student voice, what mechanism(s) do we have? Where is the consistency in consulting the student population on matters that directly impact us?

**Emma:** It is imperative that going forward, the Board finds ways to survey student voice and truly take it into consideration and account when making decisions. It's really not that hard to do - for one, you can actually take the Student Trustees seriously. If the Student Trustees sitting alongside yourselves do not have an opportunity to speak and voice concerns, think again how difficult it must be for other students to have a voice and why it is so imperative that new processes or strategies need to be implemented to reach the students directly and gather their input. There are councils with the board - such as the one we are a part of (HCDSB Catholic Leadership) - where there are elected students there to represent the student voice. You can use these councils to your advantage to hear the students' perspectives in order to make an effective decision that includes everyone. We've been told to toe the line, as shown through Bishop Reding being forced to delete our statement on the Pride Flag decision, but how can one toe the line if they're not even given a seat at the table. As people who represent our student bodies, it makes it much more difficult to show our leadership when our ideas are not being taken into consideration. That is what we are here to remind you about today. We were collectively elected by our student bodies to be a voice for them. We are here now to say, you need to do better and make sure you include us in decisions that have huge impacts on our success, mental health and overall well being as true Catholic Graduates.

**Maria Quinn:**

Good evening Director Daly, Chair Murphy, Board of Trustees, Student Trustees and Staff Members of the HCDSB.

My name is Maria Quinn and I have 4 children that attend school in the HCDSB system.

I would like to speak to you this evening with regards to the cancellation of the Pre-AP Math Program.

I have 2 daughters that are currently attending Holy Trinity High School and they will also be speaking to you about their experience in the pre-AP program.

Both were enrolled in the Pre-AP Math program.

Back in November of 2020, my third daughter applied, was accepted and subsequently enrolled to begin Pre-AP courses in English, Science and Math this upcoming September.

On April 30, 2021, I received communication of the cancellation of the Advanced Placement Gr. 9 math program with reasons given that that math was being de-streamed at the provincial level.

The email stated that the change was under the direction of the Ministry of Education.

At that time, I was extremely disappointed that the program would no longer be offered but realized there was nothing to be done as it was a Ministry wide mandate.

I was very disappointed to find out that this was in fact, not the case. The Ministry's mandate to de-stream Grade 9 Math only applies to the Applied and Academic courses.

Why then did the Board include the AP and IB math programs? Why were parents and students not informed of this change and given the opportunity to discuss and provide feedback on the program well before April 30<sup>th</sup> of this year?

As a parent with 2 children who have benefitted immensely from the Grade 9 pre-AP program, I am frustrated that this drastic curriculum change has been decided upon at such a late date and without any parent or student consultation.

While I understand the issue of addressing systemic discrimination and providing a level playing field for all students, this change will do a great disservice to those children who need to be challenged. I also believe it will not help the children who require an additional, supportive learning environment in order to succeed.

With the change being made only 2 months before the end of the school year, how will teachers be prepared to teach kids of all levels, all in one classroom? What will the students who were previously expecting to be taught at a Grade 9 pre-AP level

have to do in order to be challenged and how do we expect these students to be prepared for the Grade 10 pre-AP math curriculum?

My daughters both described pre-AP Math as math in “fast forward”. The same topics may have been taught at the Academic Level however the pace of teaching and learning is at a very accelerated pace. Are we now to expect these students to take it upon themselves to participate in extra work, most likely during after school hours, in order to reach the level of knowledge required to succeed?

As a concerned parent, I am asking for trustees to require the director to immediately reinstate pre-AP/IB Grade 9 math in all schools where they were previously offered, for students already registered and keep the full pre-AP program offerings at Holy Trinity in the years to come.

**Adelaide Quinn:**

Thank you very much for allowing me to speak to you today. My name is Adelaide Quinn and I am a grade 12 student at Holy Trinity Catholic Secondary School.

I was lucky to be part of the first students enrolled in the pre-Advanced Placement program when I started high school in grade 9 in September 2017.

I enrolled in pre-AP Math, English and Science classes and my other core classes were part of the French immersion program.

I am here today to advocate on behalf of my younger sister, who is a grade 8 student at St. Marguerite d'Youville. She applied in November and was accepted into the Pre-AP Math program at Holy Trinity this February.

Last week, we found out that Holy Trinity and the Halton Catholic District School Board had cancelled pre-AP math for grade 9 and I am asking that you reconsider your decision and keep all pre-AP programs for students, like me and my sisters, who would benefit from those classes.

I didn't think I would ever be speaking in support of extra math, but I know that I wouldn't be where I am today without it. The pre-AP program challenged me and helped me find my interest in STEM programs. I admit that the work was hard and the pace was fast but I know that I am a better student because of it and better prepared for the work that I will be expected to do in the future. Next September I will start university with a STEM major, and most of my courses will be math and science.

Without the pre-AP math program in grade 9, I know that my sister will not have the same advantages that I had. Without this intensive program in grade 9, it will be

much harder for her to catch up to the demands of the program in later years. And she may be more reluctant to choose AP math, after a year in a de-streamed program that will not provide her with the same intellectual challenges and pace of the pre-AP program.

The AP program was a great addition to the offerings at Holy Trinity. The goal of de-streaming grade 9 math was to help students get ahead who may be behind. In the case of my sister, cancelling AP math will be hindering her progress. I don't think that was the intention of the board in cancelling the program, but I know that will be the result.

Please keep the pre-AP math and all grade nine pre-AP programs at Holy Trinity. I can tell you that the program works and cancelling grade 9 pre-AP math will not help my sister and can only hurt her chances of success in the future.

Thank you.

**Charlotte Quinn:**

Thank you very much for letting me be a delegate today. My name is Charlotte Quinn and like my sister, I am enrolled in the Pre-AP programs at Holy Trinity. I am the second of four girls in our family. Adelaide was a great role model for me in taking on the challenges of the pre-AP program and getting involved in STEM.

I recently finished the grade 10 pre-AP math course and achieved a final mark of 100%. Without having gone through the grade 9 pre-AP work, I would not have been as successful in grade 10.

Please take into consideration the views of my sister and I who have gone through this program. No board members, or superintendents, or teachers or parents have taken these courses. But we have! Pre-AP grade 9 math is hard work. I think it should be hard work. I worry that a de-streamed grade 9 math program will slow down the progress for my sister and make math harder for her in grade 10.

Pre-AP math has helped me to be a better student. If I was in a de-streamed math program in grade 9, I know that I would not have done as well as I have in grade 10.

Please reinstate the pre-AP program for my sister and her fellow AP students next year and beyond. Hopefully it will still be there in two years for my youngest sister if she's a candidate for the program.

Thank you for your time.

## **Cancellation of Pre-AP Math**

### **Ulana Gorgi's Presentation to the Board of Trustees**

Good evening Director Daly, Chair Murphy, Board of Trustees, Student Trustees and Staff Members of the HCDSB. I thank you for allowing me the opportunity to speak to you tonight. My name is Ulana Gorgi and I am a concerned parent of three children currently attending both an elementary and a high school within the Halton Catholic school system. This is my first delegation.

I was shocked and saddened when I first read an email coming from an Advanced Placement address on April 30<sup>th</sup> of this year, informing parents that Gr. 9 Pre-AP math would be-streamed. It stated, and I quote, "a recent change had been initiated by the Ministry of Education to the Gr. 9 Math Curriculum for this coming September. For Gr. 9 students across Ontario, de-streamed math would now replace the Advanced Placement, Academic and Applied streams."

Since it was presented to us parents as coming from the Ministry of Education, I felt I had little to no recourse on the matter. After speaking to a few other concerned parents, I soon came to learn that the Ministry of Education only mandated that the Applied and Academic Gr. 9 maths be de-streamed and that the HCDSB Staff made a Board Level decision to also include both the AP and IB programs as well, without consulting relevant stakeholders. I sincerely hope that a Catholic School System did not knowingly try to deceive the parents of Pre-AP or IB hopeful students by making it seem that this was government mandated.

I completely understand the need to dismantle systemic discrimination and structural inequalities within the education system. I also agree that sadly some students have been historically under-served in the school system and it is vital for them to get help. My fear, however, is that children who are already strong in the subject will be negatively impacted and disadvantaged in a de-streamed system of learning, especially when mixing children who are struggling in the Applied stream with children excelling within the Pre-AP curriculum. The spectrum is just too large. By including Pre-AP students in the mix, you will not only disadvantage them, but they are likely to become bored, disengaged and be hindered in their mathematical skills development.

I speak from experience having had my oldest child attend and thrive at Pre-AP math. He described his teachings as challenging, stimulating and fun. He enjoyed the pace of the program and the depth of learning it allowed. When speaking to friends and comparing his experience to the Academic stream of math, he described his classes as moving at "lightening" speed.

I can only assume that in a de-streamed system, teachers will surely need to teach to the lowest learning capacity in order to ensure that all children understand the lesson and that no child is left behind. In such an environment, students intending on doing their studies at the Pre-AP level will not be engaged, challenged nor adequately prepared for a Gr. 10 Pre-AP Curriculum the following year. I sincerely doubt teachers, no matter how qualified or experienced will be able to teach to all levels of student capacity, and definitely not move, as my son put it, “at lightening speed”.

I have another child entering Gr. 9 in the fall. He too has an affinity for math, was initially accepted into the Pre-AP Math program and was excited to be challenged by the Pre-AP Curriculum, just as his older brother was. I speak to you tonight, not only on behalf of my son, but of all students who have a passion for math, want to achieve more and will undoubtedly be disadvantaged in a de-streamed system. Other Boards, such as our neighbouring Dufferin-Peel Catholic District School Board, Peel District School Board and York Catholic District School board all have opted to keep the Pre-Ap Gr. 9 Math program as is.

As I understand it, it is within your purview to course correct, allow the Pre-AP & IB math programs to stand in the Halton Catholic District School Board and by doing so, empower these students to ACHIEVE their full mathematical potential.

I ask for trustees to please direct the director to immediately reinstate pre-AP/IB Grade 9 math in all schools where they were previously offered and for students already registered. September is such a short time away.

Thank you for your time and for your consideration.

Slide 1:

## HCDSB'S DE-STREAMING OF GRADE 9 MATH

### Its Impacts to AP and IB Students & Equity for All of Our Students

- Jessica Lim, Maria Lourenco

Good evening Chair Murphy, Director Daly, Trustees and Senior Staff. Thank you for the opportunity to speak with you this evening regarding the de-streaming of Grade 9 Math and its impacts to AP and IB students, and Equity for all of our students.

My name is Jessica Lim. My daughter is a grade 10 AP student, and my son is a grade 6 student. I am a passionate educator with 20 year experience, with qualifications from FDK to Grade 10, with specific qualifications in Religion, Math, and Special Education. I am an alternate representative for Association for Bright Children of Ontario on SEAC.

My name is Maria Lourenco. I am the parent of a Halton Catholic AP graduate and another currently in grade 11. I am the co-chair of the Assumption Catholic School Council, a member at large on CPIC, and Vice-Chair of SEAC where I represent gifted students through the Association for Bright Children of Ontario. As you can see, I am a highly engaged parent, very passionate about education and in particular, a system that provides authentic opportunities for all students to reach their full potential.

We are here today because we very recently were surprised to learn that this board would no longer offer pre-AP or pre-IB grade 9 math as of this September. Grade 8 students completed their option sheets last fall. The transition from elementary to secondary is significant. Students

have to choose not only their courses but consider optional programming. In some cases, students have chosen to attend a school outside of their neighbourhood because of a program offered. On the last day of April, with two months left in the school year, families learned for the first time that these optional courses would not be offered. At AP schools the news was shared as follows:

Slide 2:

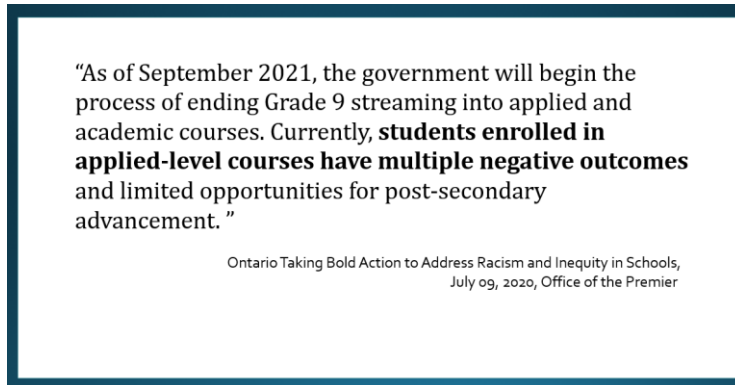
“We would like to update you regarding a recent **change initiated by the Ministry of Education** to the Grade 9 Mathematics curriculum for the upcoming 2021-2022 school year. **For Grade 9 students across Ontario**, starting this September, de-streamed Grade 9 Mathematics will now replace the AP. Preparation, Academic, and Applied Mathematics courses.”

We were shocked to read this message. Not only were families completely blindsided, the message is false.

De-streaming is something that has long been contemplated in Ontario, and recently piloted in other boards. De-streaming did not come as a surprise. The goal has always been to address inequities of marginalized groups and increase access of those students to all opportunities for post-secondary pathways, including university. It has always been about eliminating the Applied stream - by combining Applied and Academic - so that students aren't "stuck" in an Applied stream through high school, precluding them from pursuing a university pathway. Offering AP and IB in addition to de-streamed math does not interfere with this goal - but eliminating these courses takes opportunities away from students. For those reasons, the Ministry's mandate does not apply to optional or specialized programming such as AP and IB,

and it never has. The Ministry's announcement back in July 2020 regarding de-streaming can be found [here](#) and it started out as follows:

Slide 3:



This was never about optional programming.

We are also aware that the Ministry expects boards to develop stakeholder engagement plans to identify barriers and “build shared understandings of the need for de-streaming”, among other things. The Ministry specifically lists parents, teachers and SEAC amongst stakeholders who are to be part of this stakeholder engagement.

Slide 4:

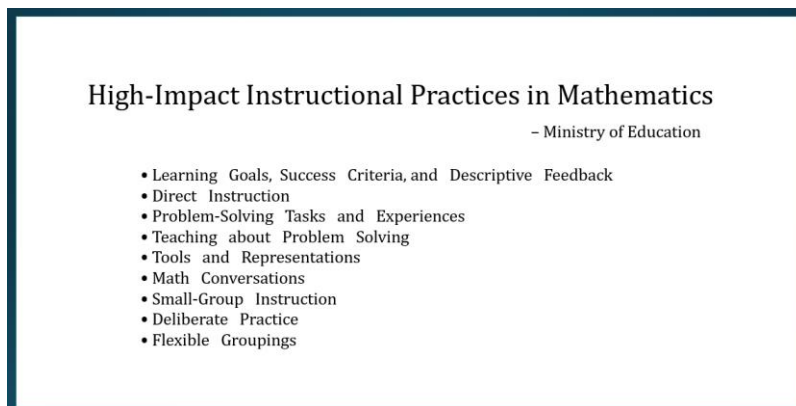


I'm co-chair of my Catholic School Council, vice-chair of SEAC and member at large on CPIC. I've periodically asked about de-streaming since it was announced last year and even

before that when I could see it looming on the horizon. Nobody ever had any information, and only ever indicated that the curriculum had not yet been released; which, at the time of writing, is still the case. No other information has been shared and there has been no consultation with stakeholders. We weren't even told what was happening.

In the email communications to parents, AP schools announcing the cancellation of pre-AP Grade 9 Math informed parents of their plans for increased educator capacity, curriculum extensions, diversified instruction in the de-streamed classes, as well as potential after school programs (some schools). In my role both as a regular classroom teacher and as a Special education classroom teacher, I have first-hand experience of differentiating to meet a wide range of differing abilities. I have spent several years on the Math Capacity team and served as Lead Math teacher to bring best practices into schools. Currently as a special education resource teacher I co-plan effective math strategies with my colleagues to support low floor and high ceiling environments for diverse learners, and support transition to high school. I recently took an Intermediate Math qualification to update myself with best practice and pedagogy along with the release of the new math curriculum.

Slide 5:



High-Impact Instructional Practices in Mathematics

– Ministry of Education

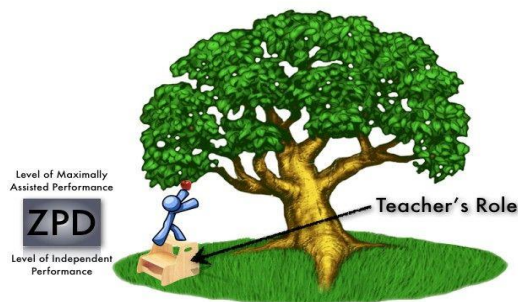
- Learning Goals, Success Criteria, and Descriptive Feedback
- Direct Instruction
- Problem-Solving Tasks and Experiences
- Teaching about Problem Solving
- Tools and Representations
- Math Conversations
- Small-Group Instruction
- Deliberate Practice
- Flexible Groupings

In the Ministry's High-Impact Instructional Practices in Mathematics publication, it lists these high-impact practices. Gone are the days of teaching pre-planned sequential lessons based on

a single grade level textbook and practice questions, followed by evaluations based on how much you know and remember. Just as literacy is not measured simply by one's ability to decode phonics, numeracy skills go beyond memorizing algorithms and formulae. To have a flipped classroom driven by student data and conversations, the teacher becomes more of a facilitator. But for this best practice, the teacher has to administer diagnostic assessments, locate appropriate target intervention strategies to support growth on the continuum of Numeracy development, design low floor yet open ended problem based lessons, organize on-going check-ins/formative assessments to inform next steps, promote think alouds and probe metacognitive questions, and co-create learning goals and success criteria while giving descriptive feedback to each student.

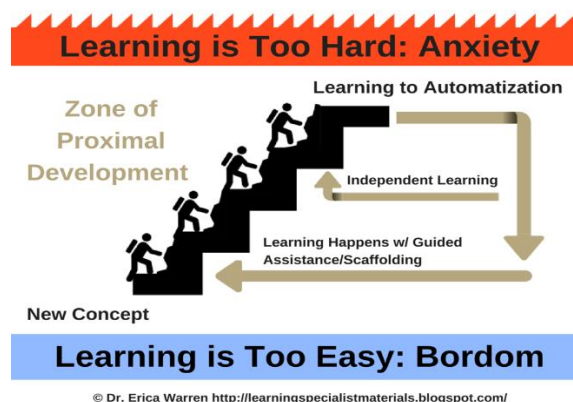
Slide 6:

## Zone of Proximal Development



In an elementary level classroom, a typical range of student readiness and math content levels taught spans 3 to 5 grades. Although given teacher is assigned to a particular grade, there could be students with an IEP working on a modified math program that is a few grade levels below, grade level students who lack foundation in math and some students who have greater aptitude for math above grade level. I can tell you, no matter the ambition, the passion or competency of the teacher, it'll be chasing two rabbits and catching none. And this is what the reality of the HCDSB's de-streamed AP/IB/Academic, Applied will be.

Slide 7:



A teacher will try to address as wide a range of students as possible, but have to take turns focusing your time and energy on different small groups. And most of the time, the focus goes to the struggling students to promote growth and well-being. So what happens to the “math conversations” and “problem solving tasks experiences”? While the teacher promotes community building and conversations, it isn’t always mirrored by the students at either ends of the numeracy continuum. What typically ends up happening is the high achieving students get assigned extra work, become peer tutors or bored and eventually, disengaged. And those with lower math-esteem get discouraged. And inevitably, the mindset of “us vs them” becomes apparent despite the teacher’s intention to build a mathematical community. Elimination of Pre-AP and Pre-IB math, in combination with de-streaming Applied and Academic, will only stretch this range of continuum of learners further and negatively impact the zone of proximity of best practice.

In the Paying Attention to Mathematics Education: Seven Foundational Principles for Improvement in Mathematics, K-12 seven research-based foundational principles are listed:

Slide 8:

- Focus on mathematics
- Coordinate and strengthen mathematics leadership
- Build understanding of effective mathematics instruction
- Support collaborative professional learning in mathematics
- Design a responsive mathematics learning environment
- Provide assessment and evaluation in mathematics that supports student learning
- Facilitate access to mathematics learning resources

Paying Attention to Mathematics Education: Seven Foundational Principles for Improvement in Mathematics, K-12,  
Ministry of Education

The principles of “Focus on mathematics”, “Build understanding of effective mathematics instruction”, and “Design a responsive mathematics learning environment” sections support implementing differentiated, responsive, and effective lessons for all profiles of learners, as collaboration is key. However, a collaborative math conversation is highly impacted by Proportional Reasoning as “Proportionality permeates mathematics and is often considered the foundation to abstract mathematical understanding.” ([Proportional Reasoning p.2](#)) Teachers need to ensure that lessons are not designed in isolation from students’ world of mathematics. “The ability to think and reason proportionally is one essential factor in the development of an individual’s ability to understand and apply mathematics.” (p.4) How realistic is it to provide engaging and challenging math conversations for ALL learners if the mental math abilities within the classroom are so diverse? How can the class then co-create success criteria and learning goals as a community when you have students who can’t decipher between simple choices of operational relationships vs students who are already solving algebraic mental math? No matter what the intention or the willingness of the teacher or students, both the class time and teacher’s time have to be divided among the differing abilities. If so, why waste the high achieving students’ time during class only to create separate extension opportunities or extra after school work? The de-streaming of Pre-AP serves **no additional benefits** to the AP/IB students nor the de-streamed Applied/academic students.

Slide 9:



It's not rocket science. Think of a hockey training camp. Placing House league players with Rep level players with one coach to meet them where they are and do practices and scrimmages together. Is this what you'd want for your hockey player? Including your AAA rep hockey player? And to be told that the coach will differentiate, get special training, use small groups for extensions and add extra practice at another time? Would this approach really be the best solution to meet them where they are and push their growth?

As someone who is not an educator, but just a parent, I want to share an anecdote that might help illustrate why I don't believe this plan will work. I'm the mom of a Gifted HCDSB AP graduate. My son had an IEP and was supposed to receive enrichment. In Grade 12, he was enrolled in Data Management, and his enrichment and extensions were to prepare him for the AP Statistics exam. At the time the school did not offer the AP Stats course although it now does. I thought this was a great plan with a clear goal. I have no doubt that his teacher was committed, my son seemed to have the desire and he was certainly supported at home. But somehow it never happened; I don't even remember the precise reasons although I do remember he decided not to write the exam because it was on the same day as his Prom. But I don't fault anybody because I believe the commitment was there. But there is not an ounce of doubt in my mind that if he had been in an AP Statistics class, instead of a Data Management class with optional extensions - he would have been just as successful - maybe more successful

- and he would have gained additional knowledge and skill. There is nothing that compares to directly receiving the appropriate level curriculum. **Don't fix what isn't broken.** If you are able to provide the appropriate level curriculum for all students - that is what this board should continue to do.

In sharing their rationale behind eliminating grade 9 Pre-AP and Pre-IB math, staff shared their vision that the de-streamed grade 9 class would provide the opportunity to prepare more students at the Grade 9 level for an AP or IB pathway. We've shared with you, from different perspectives, why we don't think this is a reasonable expectation, and that any possible gains come at a high cost of jeopardizing learning for a group of students. But if we are proven wrong, offering the Pre-AP/IB courses does not in any way preclude the board from still preparing students in the de-streamed class for grade 10 pre-AP/IB math, if the aptitude and desire is there. But there is another problem. AP is only offered at four high schools in our board and IB is only offered at one. How likely is it that students will decide to switch schools to access one AP or IB course after grade 9? In response to a question in the 2018 Gifted Student Survey, gifted secondary students made it very clear that once established in a particular school they would be reluctant to leave, even for better programming. And, even if students are willing and able to move into an AP or IB class in grade 10, and are willing to change schools, there may still be geographical barriers.

Not only has the Ministry **not mandated** that boards "de-stream" pre-AP or pre-IB math, the Ministry has actually acknowledged that boards have the autonomy to offer these programs, amongst others, and that these are local decisions. The Ministry has also asked boards to consider ways in which these optional programs may inadvertently contribute to streaming by excluding students on the basis of several factors - including geographic location. While the board is attempting to "de-stream" AP and IB in the absence of a requirement to do so, it has

not done what the **Ministry has asked**. Geographic and other barriers persist in these programs and as you know, the issue of geographic barriers has previously been brought before this board. It was very briefly, if only partially addressed by the previous board of trustees, only to have those barriers re-erected. Ironically, this was all done in the name of equity. Technically, it *is* equitable to take something away from everybody so that nobody has access. That is what the board is planning to do with Grade 9 Pre-AP/IB math. Since everybody can't take the course, nobody can take the course. Is this really the direction we want to be headed in, as a board? I can assure you, that is **not** what the Ministry means when they talk about equity. In fact, in [Ontario's Education Equity Action Plan](#) (2017), the Minister of Education clearly stated that:

Slide 10:

"All students deserve to have every opportunity to reach their full potential and succeed personally and academically, with access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives."

Ontario's Education Equity Action Plan (2017), Ministry of Education

In last week's Policy committee meeting, in response to a trustee question, Director Daly stated that "we could have a pre-AP Math if we believed that was in the spirit and direction of the Ministry regarding de-streaming". As we have shared, AP and IB programming are outside of the Ministry's de-streaming mandate, so yes, this board can continue to offer pre-AP/IB grade 9 math. To further improve equity in the board, and protect these programs from possible future de-streaming mandates, the board needs to review all barriers, not slowly eliminate the courses offered.

With that in mind, our request of trustees is that you direct the Director of Education to:

1. Immediately reinstate pre-AP/IB Grade 9 math in all schools where they were previously offered, for students already registered (at a minimum)
2. Ensure proper consultation with stakeholders - including parents, school councils, SEAC and CPIC - for any future changes related to Ministry de-streaming initiatives and mandates
3. Ensure proper consultation with stakeholders - including parents, school councils, SEAC and CPIC - for any future changes to AP programming, IB programming or any other optional or specialized programming
4. Instruct staff to review all barriers to optional programs as described in the Ministry's Draft Guide to De-streaming, including but not limited to geographical barriers and to bring forth proposed solutions for removing those barriers, and for that process to also include consultation with parents, SEAC and CPIC

Thank you for your time this evening.

# HCDSB'S DE-STREAMING OF GRADE 9 MATH

Its Impacts to AP and IB Students  
&  
Equity for All of Our Students

- Jessica Lim, Maria Lourenco

“We would like to update you regarding a recent **change initiated by the Ministry of Education** to the Grade 9 Mathematics curriculum for the upcoming 2021-2022 school year. **For Grade 9 students across Ontario**, starting this September, de-streamed Grade 9 Mathematics will now replace the AP. Preparation, Academic, and Applied Mathematics courses.”

“As of September 2021, the government will begin the process of ending Grade 9 streaming into applied and academic courses. Currently, **students enrolled in applied-level courses have multiple negative outcomes** and limited opportunities for post-secondary advancement. ”

**Ontario Taking Bold Action to Address Racism and Inequity in Schools,**  
July 09, 2020, Office of the Premier



# High-Impact Instructional Practices in Mathematics

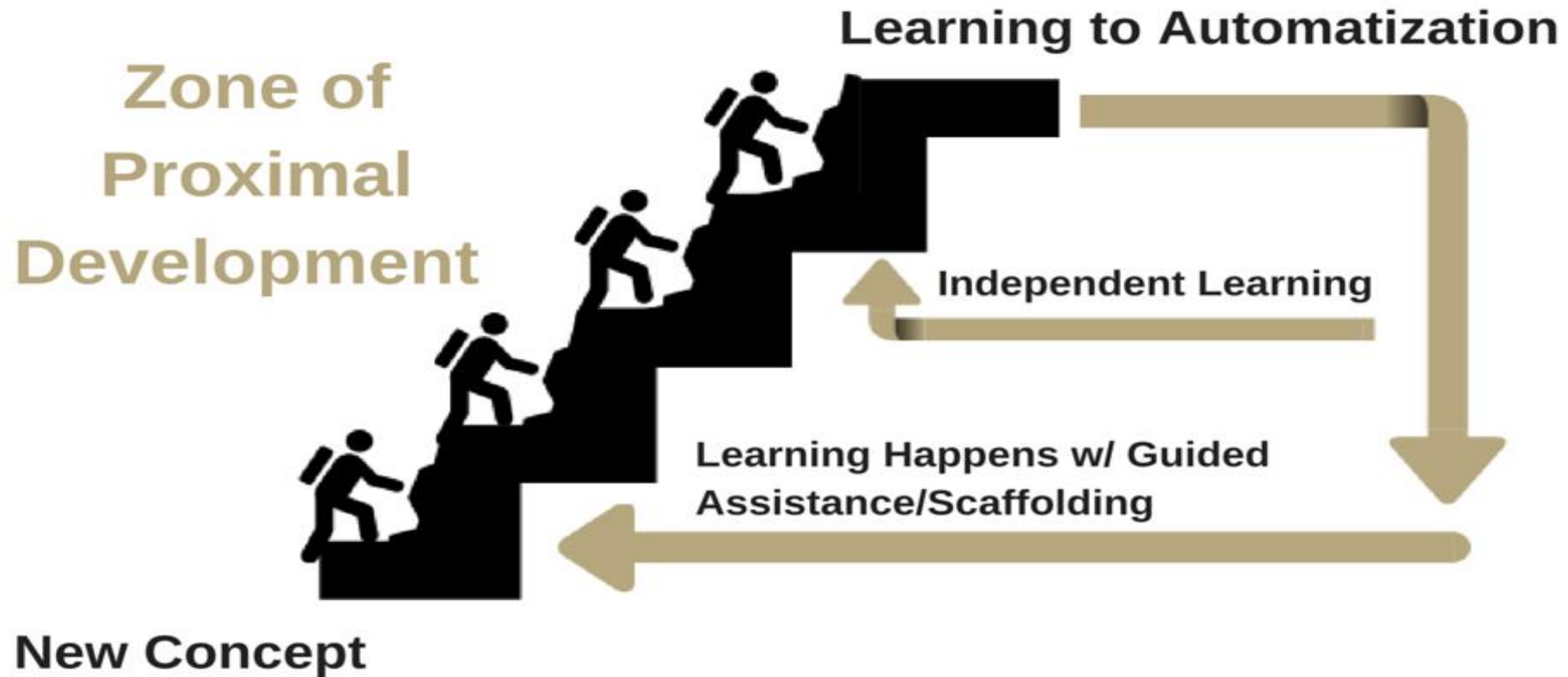
– Ministry of Education

- Learning Goals, Success Criteria, and Descriptive Feedback
- Direct Instruction
- Problem-Solving Tasks and Experiences
- Teaching about Problem Solving
- Tools and Representations
- Math Conversations
- Small-Group Instruction
- Deliberate Practice
- Flexible Groupings

# Zone of Proximal Development



# Learning is Too Hard: Anxiety



# Learning is Too Easy: Boredom

- Focus on mathematics
- Coordinate and strengthen mathematics leadership
- Build understanding of effective mathematics instruction
- Support collaborative professional learning in mathematics
- Design a responsive mathematics learning environment
- Provide assessment and evaluation in mathematics that supports student learning
- Facilitate access to mathematics learning resources

**Paying Attention to Mathematics Education: Seven Foundational Principals for Improvement in Mathematics, K-12,**  
Ministry of Education



“All students deserve to have every opportunity to reach their full potential and succeed personally and academically, with access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives.”

**Ontario's Education Equity Action Plan (2017),**  
Ministry of Education

## **We ask the trustees to direct the Director of Education to:**

- Immediately reinstate pre-AP/IB Grade 9 math in all schools where they were previously offered, for students already registered (at a minimum)
- Ensure proper consultation with stakeholders - including parents, school councils, SEAC and CPIC - for any future changes related to Ministry de-streaming initiatives and mandates
- Ensure proper consultation with stakeholders - including parents, school councils, SEAC and CPIC - for any future changes to AP programming, IB programming or any other optional or specialized programming
- Instruct staff to review all barriers to optional programs as described in the Ministry's Draft Guide to De-streaming, including but not limited to geographical barriers and to bring forth proposed solutions for removing those barriers, and for that process to also include consultation with parents, SEAC and CPIC

Hello and good evening chair Murphy, Director Daly, Board of Trustee members, educators and fellow parents. My name is Tara Pearce and I am the proud mother of three daughters, two of whom are currently enrolled in high school and one whom is about to begin her secondary school journey. I have asked for a moment of your time this evening to bring to your attention some concerns that myself, and many other parents have, regarding the de-streaming of the grade 9 math program and in particular, the elimination of the grade 9 AP program. The concerns I have fall under three broad categories:

- 1) The quality and integrity of the AP program
- 2) The mental, emotional and intellectual health of the grade 9 students
- 3) Logistics and continuity for families and schools

I would like to take this opportunity to speak briefly to each of these concerns and explain why I urge you to reconsider the removal of the grade 9 AP program.

My first concern is making sure the quality and integrity of the AP program remains intact. As you know, the AP program is a standardized program created by the College Board and it allows motivated students access to a higher level of learning and, at the same time, the ability to earn university credits. It is a progressive program that begins in grade 9 and culminates in grade 12 with a set of standardized AP exams. As a mother of two girls who have been exposed to the different grade 9 math programs, I can attest to the noticeable difference in both the type of learning the girls were exposed to and the speed at which the learning took place. How can you remove an entire AP grade, or essentially 25% of the program, and still expect students to gain the desired curriculum and learning tools in order to successfully complete the grade 12 AP courses and exams? The AP courses move at a breakneck pace, especially math. This stimulates eager learners and teaches them critical skills such as time management and prioritizing. It seems an impossible expectation that you can remove a quarter of the AP math program and then, somehow, make it up over the next three years. This will negatively impact the overall quality and integrity of the AP math program. In addition, the Ministry's goals for de-streaming are much larger than grade 9 Math. There has been talk of de-streaming other subjects as well as grade 10. There are advocates who would like to see all subjects de-streamed for at least grade 9 and 10, and it's difficult to know where this will end. If the province de-streams Grade 10 math next September, will the board eliminate that next? What about other subjects? Does this mean that the Halton Catholic board will eventually eliminate the entire Pre-AP program? Because you can't include the AP program in de-streaming for grade 9 and 10 for all subjects and still expect to have a Pre- AP program. It's impossible. This, of course, would make no sense. The board really needs to examine the future goals for the AP program before deciding to eliminate it in grade 9.

My second concern centers around mental, emotional and intellectual health of the grade 9 students. This is one of the largest concerns voiced by parents. They are worried that instead of creating the intended equity for students, de-streaming pre-AP grade 9 math will actually create an even bigger inequity. It will ultimately prevent students from reaching their full potential by creating a stressful, emotionally toxic, unstimulating learning environment. The de-streamed grade 9 math class will be a collection of kids who really struggle with math and those who are extremely gifted at math. Math is one of those subjects that you either "get or don't get". The

teachers will have no choice but to teach to the lowest level in order to make sure that no student gets left behind. This will leave the stronger students unstimulated and bored. But worse, the weaker students will be in a classroom where they witness students completing the work quickly and without trouble while they are struggling to understand the concepts. It will make them feel “dumb” or “stupid”. It will make them insecure and afraid to ask questions for fear of being judged. It will increase their math anxiety. To have such a large and very visible gap between strong students (who would normally be in the AP stream) and weaker students (who would normally be in the applied stream) is extremely detrimental especially to those students at the extremes of the spectrum. Keeping the grade 9 pre-AP math program and de-streaming only the applied and the academic can help to minimize this effect. You can still reach the objective of creating inclusivity and accessibility, especially to racialized communities and low-income households, while still providing students who want to be challenged an outlet to do so. It is important to note that the provincial efforts to de-stream grade 9 courses, starting with math, does not, and never has, included the AP program. This was a board level decision which is why I am standing before you today.

Lastly, the removal of the grade 9 AP program creates a logistical challenge for families and effects the continuity of student learning. What do I mean by this? The AP program is only offered at a handful of schools and admittance to the program is done through an application process. Starting AP math in grade 10 will significantly reduce the enrollment into the program namely because of the barrier for students to have to switch schools in order to enroll. This would be a large deterrent and would not strongly attract students from outside current AP schools. The math AP course is the most popular therefore, by not having a continuous program that spans the length of a student’s entire high school career, will decrease the participation in this amazing program. Ultimately, the AP program is not a “stream” but an optional, specialized program that students who wish to be challenged beyond the regular educational curriculum can participate in. It gives high achieving students an option for a deeper learning experience to challenge them through an expansion of thinking and analysis. To participate in the AP program, students must enroll in a minimum of two AP courses, with math being the most popular due to the high interest in STEM programs at post-secondary schools. This means that most families will choose science and math as complementary AP courses to meet the criteria. Without the math option, families must now choose a non-STEM AP course, which may not be of interest to the student. Based on this, it is clear that there are several logistical challenges that are created when including grade 9 AP math in the de-streaming process.

The good news is that there is a reasonable solution to these concerns. It simply involves a compromise. Based on the letter sent out by the HCDSB, the motivation behind de-streaming grade 9 math program is centered around inclusivity and allowing students more time to acclimate to secondary education before being locked into a particular post-secondary path. I truly understand and respect the boards position surrounding this matter and I applaud you for recognizing that action needs to happen. I believe that you can still meet your objectives by de-streaming applied and academic grade 9 math while leaving the AP program intact. Even more so, I think that this will enhance your objectives, based on my arguments above.

Thank you so much for your time and I would ask for just a little more of it in order for you to truly investigate your decision to remove Grade 9 AP math. This is an important matter and we all need to make sure that we get it right.

## MINUTES OF THE REGULAR BOARD MEETING

Date: May 4, 2021  
 Time: 7:30 p.m.  
 Location: Catholic Education Centre  
 802 Drury Lane, Burlington

Trustees: B. Agnew (Electronically) H. Karabela (Electronically)  
 P. DeRosa (Electronically) P. Murphy, Chair  
 M. Duarte, Vice-Chair T. O'Brien (Electronically)  
 N. Guzzo (Electronically) J. O'Hearn-Czarnota (Electronically)  
 V. Iantomasi (Electronically)

Student Trustees: N. Gubert (Electronically) J. Roshdy (Electronically)  
 K. Kelly (Electronically)

Senior Staff: E. Bakaic (Electronically) N. Dinolfo (Electronically)  
 S. Balogh (Electronically) A. Lofts (Electronically)  
 A. Cordeiro (Electronically) C. McGillicuddy (Electronically)  
 J. Crowell (Electronically) R. Merrick (Electronically)  
 P. Daly, Director of Education J. O'Hara (Electronically)

Also Present: L. Collimore, Chief Officer, Research and Development Services (Electronically)  
 A. Cross, Senior Manager, Financial Services (Electronically)  
 S. Jayaraman, Senior Manager, Human Rights and Equity (Electronically)  
 A. Kapur, Parliamentarian (Electronically)  
 A. Swinden, Manager, Strategic Communications

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 (N. Gubert)

The meeting opened at 7:30 p.m. with a prayer led by Student Trustee Gubert.

#### 1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

#### 1.3 Information Received In-Camera

The following information was received in-camera:

Robert Biturajac, Andrew Bourque, Irina Clipa, Guy Coulas, Julianna Crowell, Francesca Ianni and Timothy McCarthy appointed as Department Heads effective September 1, 2021 for a period of up to four (4) years.

2. **Approval of the Agenda**

#121/21

**Moved by:** N. Guzzo**Seconded by:** T. O'Brien**RESOLVED**, that the agenda be re-ordered so that all information reports are before the action reports.The Chair called for a vote on **#121/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa	M. Duarte	
N. Guzzo	V. Iantomasi		
T. O'Brien	H. Karabela		
J. O'Hearn-Czarota	P. Murphy		
K. Kelly (non-binding)	N. Gubert (non-binding)		
	J. Roshdy (non-binding)		

The motion was **DEFEATED**.

#122/21

**Moved by:** P. DeRosa**Seconded by:** V. Iantomasi**RESOLVED**, that action item 8.6 Multi-Year Strategic Plan - Mission, Vision, and Values be removed from the agenda.The Chair called for a vote on **#122/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew	J. Roshdy (non-binding)	
V. Iantomasi	M. Duarte		
H. Karabela	N. Guzzo		
T. O'Brien	P. Murphy		
N. Gubert (non-binding)	J. O'Hearn-Czarota		
	K. Kelly (non-binding)		

The motion was **DEFEATED**.

#123/21

**Moved by:** M. Duarte**Seconded by:** B. Agnew**RESOLVED**, that agenda be approved.The Chair called for a vote on **#123/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
N. Guzzo			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			
J. Roshdy (non-binding)			

The motion **CARRIED**.

3. **Declarations of Conflict of Interest**

There were no conflicts of interest declared.

4. **Presentations**

There were no presentations.

5. **Delegations**

5.1 **Declined Delegations**

A total of 16 delegations were declined.

5.2 **Student Trustee Exclusivity (A. Ahmed, K. Valencia)**

A delegation regarding all students having the opportunity to run for a student trustee position was presented.

6. **Approval of Minutes**

6.1 **Minutes of the April 6, 2021 Regular Board Meeting**

**#124/21**

**Moved by:** B. Agnew

**Seconded by:** T. O'Brien

**RESOLVED**, that the minutes of the April 6, 2021 Regular Board Meeting be approved.

The Chair called for a vote on **#124/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		V. Iantomasi
M. Duarte			K. Kelly (non-binding)
N. Guzzo			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarota			
N. Gubert (non-binding)			
J. Roshdy (non-binding)			

The motion **CARRIED**.

## 6.2 Minutes of the April 20, 2021 Regular Board Meeting #125/21

**Moved by:** B. Agnew

**Seconded by:** T. O'Brien

**RESOLVED**, that the minutes of the April 20, 2021 Regular Board Meeting be approved.

The Chair called for a vote on **#125/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		V. Iantomasi
M. Duarte			
N. Guzzo			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			
J. Roshdy (non-binding)			

The motion **CARRIED**.

## 6.3 Minutes of the April 26, 2021 Special Board Meeting #126/21

**Moved by:** M. Duarte

**Seconded by:** J. O'Hearn-Czarota

**RESOLVED**, that the minutes of the April 26, 2021 Special Board Meeting be approved.

The Chair called for a vote on **#126/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa	H. Karabela	
M. Duarte	V. Iantomasi		
N. Guzzo			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			
J. Roshdy (non-binding)			

The motion **CARRIED**.

## 7. Business Arising from Previous Meetings

### 7.1 Summary of Outstanding Items from Previous Meetings

The Summary of Outstanding Items from Previous Meetings was received as information.

**8. Action Items****8.1 Response to Delegation****#127/21****Moved by:** M. Duarte**Seconded by:** H. Karabela**RESOLVED**, that the Board of Trustees receive the delegation regarding Student Trustee Exclusivity as information.The Chair called for a vote on **#127/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew		
M. Duarte	N. Guzzo		
H. Karabela			
V. Iantomasi			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			
J. Roshdy (non-binding)			

The motion **CARRIED**.**8.2 Recommended Names for Milton No. 3 Catholic Secondary School (E. Bakaic)****#128/21****Moved by:** M. Duarte**Seconded by:** P. Murphy**RESOLVED**, that the Halton Catholic District School Board approve the following two (2) school names, ordered in priority, as possible names for the new Milton No. 3 Catholic Secondary School:*1<sup>st</sup> Choice: St. Kateri Tekakwitha Catholic Secondary School (preferred)**2<sup>nd</sup> Choice: St. John Bosco Catholic Secondary School (alternate)***BE IT FURTHER RESOLVED**, that the Board approved list of possible school names be submitted to Bishop Douglas Crosby for his consideration and response.The Chair called for a vote on **#128/21** and it **UNANIMOUSLY CARRIED**.**8.3 2021-2022 School Year Calendar (N. Dinolfo)****#129/21****Moved by:** M. Duarte**Seconded by:** J. O'Hearn-Czarnota**RESOLVED**, that the Halton Catholic District School Board approve the 2021-2022 School Year Calendar as presented.The Chair called for a vote on **#129/21** and it **UNANIMOUSLY CARRIED**.

**8.4 Bishop P.F. Reding Catholic Secondary School Renewal Funding (R. Merrick)  
#130/21**

**Moved by:** M. Duarte

**Seconded by:** J. O'Hearn-Czarnota

**RESOLVED**, that the Halton Catholic District School Board authorize staff to expense funds from available capital funding and the capital reserve, for the proposed additional renewal requirements at Bishop P.F. Reding Catholic Secondary School, and that the expenditures will not exceed \$550,000.

The Chair called for a vote on **#130/21**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew		V. Iantomasi	
P. DeRosa			
M. Duarte			
N. Guzzo			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			
J. Roshdy (non-binding)			

The motion **CARRIED**.

**8.5 2021-22 Capital Priorities Program Submission (A. Lofts)  
#131/21**

**Moved by:** M. Duarte

**Seconded by:** V. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board approve the proposed ranking of capital projects for the 2021-22 Capital Priorities Program as follows:

**Ranking 2021-22 Capital Priorities Project List**

1. Milton #9 Catholic Elementary School
2. Milton #3 Catholic Secondary School Addition
3. Vision Georgetown #1 Catholic Elementary School
4. Milton #11 Catholic Elementary School
5. North Oakville #3 Catholic Elementary School
6. Georgetown West CES/Holy Cross Replacement Facility
7. Dominic Catholic Elementary School Rebuild

**RESOLVED**, that the Board authorize staff to submit the Board's 2021 Capital Priorities Business Case Submission to the Ministry of Education for funding consideration as outlined in the relevant Ministry memorandum.

**#131/21 (AMENDMENT)****Moved by:** J. O'Hearn-Czarnota**Seconded by:** M. Duarte

**RESOLVED**, that the Halton Catholic District School Board approve the proposed ranking of capital projects for the 2021-22 Capital Priorities Program as follows:

**Ranking      2021-22 Capital Priorities Project List**

1. Milton #9 Catholic Elementary School
2. Milton #3 Catholic Secondary School Addition
3. Georgetown West CES/Holy Cross Replacement Facility
4. Milton #11 Catholic Elementary School
5. North Oakville #3 Catholic Elementary School
6. Vision Georgetown #1 Catholic Elementary School
7. Dominic Catholic Elementary School Rebuild

**RESOLVED**, that the Board authorize staff to submit the Board's 2021 Capital Priorities Business Case Submission to the Ministry of Education for funding consideration as outlined in the relevant Ministry memorandum.

The Chair called for a vote on **#131/21 (AMENDMENT)** and it **UNANIMOUSLY CARRIED**.

**#131/21 (AS AMENDED)****Moved by:** M. Duarte**Seconded by:** V. Iantomasi

**RESOLVED**, that the Halton Catholic District School Board approve the proposed ranking of capital projects for the 2021-22 Capital Priorities Program as follows:

**Ranking      2021-22 Capital Priorities Project List**

1. Milton #9 Catholic Elementary School
2. Milton #3 Catholic Secondary School Addition
3. Georgetown West CES/Holy Cross Replacement Facility
4. Milton #11 Catholic Elementary School
5. North Oakville #3 Catholic Elementary School
6. Vision Georgetown #1 Catholic Elementary School
7. Dominic Catholic Elementary School Rebuild

**RESOLVED**, that the Board authorize staff to submit the Board's 2021 Capital Priorities Business Case Submission to the Ministry of Education for funding consideration as outlined in the relevant Ministry memorandum.

The Chair called for a vote on **#131/21 (AS AMENDED)** and it **UNANIMOUSLY CARRIED**.

**8.6 Multi-Year Strategic Plan - Mission, Vision, and Values (M. Duarte)****#132/21****Moved by:** B. Agnew**Seconded by:** N. Guzzo

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Multi-Year Strategic Planning Committee that based on stakeholder feedback, that the Board accept results and make changes to the HCDSB Mission, Vision and Values.

#133/21

**Moved by:** M. Duarte**Seconded by:** B. Agnew**RESOLVED**, that the meeting move past 10:00 p.m.

The Chair called for a vote on #133/21:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
N. Guzzo	H. Karabela		
P. Murphy	T. O'Brien		
J. O'Hearn-Czarota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			
J. Roshdy (non-binding)			

The motion was **DEFEATED**. The meeting would have to adjourn following item on the table.

The Chair ruled in favour of points of order that Trustees had the time to debate the motion and were now only to ask questions regarding the Multi-Year Strategic Plan – Mission, Vision, and Values.

#132/21 (AMENDMENT)

**Moved by:** T. O'Brien**Seconded by:** P. DeRosa

**RESOLVED**, that the Halton Catholic District School Board ~~accept the recommendation of the Multi-Year Strategic Planning Committee that based on stakeholder feedback, that the Board accept results and make changes to the~~ refer the HCDSB Mission, Vision, and Values ~~to the Policy Committee.~~

The Chair called for a vote on #132/21 (AMENDMENT):

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew	N. Gubert (non-binding)	
V. Iantomasi	M. Duarte		
H. Karabela	N. Guzzo		
T. O'Brien	P. Murphy		
	J. O'Hearn-Czarota		
	K. Kelly (non-binding)		
	J. Roshdy (non-binding)		

The amendment was **DEFEATED**.

Trustees in agreement to vote on changes to the Mission, Vision, and Values separately.

**#132/21 (1)****Moved by:** B. Agnew**Seconded by:** N. Guzzo

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Multi-Year Strategic Planning Committee that based on stakeholder feedback, that the Board accept results and adopt the Revised HCDSB Mission Statement as in Agenda Item 8.6.

The Chair called the vote on **#132/21 (1)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa	J. Roshdy (non-binding)	
M. Duarte	V. Iantomasi		
N. Guzzo	H. Karabela		
P. Murphy	N. Gubert (non-binding)		
T. O'Brien			
J. O'Hearn-Czarota			
K. Kelly (non-binding)			

The motion **CARRIED**.

**#132/21 (2)****Moved by:** B. Agnew**Seconded by:** N. Guzzo

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Multi-Year Strategic Planning Committee that based on stakeholder feedback, that the Board accept results and adopt the Revised HCDSB Vision Statement as in Agenda Item 8.6.

The Chair called the vote **#132/21 (2)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
N. Guzzo	H. Karabela		
P. Murphy	T. O'Brien		
J. O'Hearn-Czarota	N. Gubert (non-binding)		
K. Kelly (non-binding)	J. Roshdy (non-binding)		

The motion **CARRIED**.

**#132/21 (3)****Moved by:** B. Agnew**Seconded by:** N. Guzzo

**RESOLVED**, that the Halton Catholic District School Board accept the recommendation of the Multi-Year Strategic Planning Committee that based on stakeholder feedback, that the Board accept results and adopt the Revised HCDSB Values Statement #5 as in Agenda Item 8.6

The Chair called the vote on **#132/21 (3)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
B. Agnew	P. DeRosa		
N. Guzzo	M. Duarte		
P. Murphy	V. Iantomasi		
J. O'Hearn-Czarota	H. Karabela		
K. Kelly (non-binding)	T. O'Brien		
	N. Gubert (non-binding)		
	J. Roshdy (non-binding)		

The motion was **DEFEATED**.

**#132/21 (4)**

**Moved by:** B. Agnew

**Seconded by:** N. Guzzo

**RESOLVED**, that the Halton Catholic District School Board adopt the Revised HCDSB Values Statement #1 as in Agenda Item 8.6

The Chair called the vote on **#132/21 (4)**:

IN FAVOUR	OPPOSED	ABSTAIN	ABSENT
P. DeRosa	B. Agnew		
V. Iantomasi	M. Duarte		
H. Karabela	N. Guzzo		
T. O'Brien	P. Murphy		
N. Gubert (non-binding)	J. O'Hearn-Czarota		
J. Roshdy (non-binding)	K. Kelly (non-binding)		

The motion was **DEFEATED**.

The meeting adjourned at 11:15 p.m. with a prayer led by Trustee Agnew.

**POST NOTES:**

**8.7 Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members (N. Guzzo)**

*The meeting was adjourned.*

**8.8 Policy I-40 Performance Appraisal of the Director of Education (N. Guzzo)**

*The meeting was adjourned.*

**8.9 Policy II-26 Managing Student Risk in Interschool Sports – Elementary and Secondary Schools (N. Guzzo)**

*The meeting was adjourned.*

**8.10 Policy II-33 Safe Arrival at School Program (N. Guzzo)**

*The meeting was adjourned.*

- 8.11 **Policy II-43 Voluntary, Confidential Self Identification of First Nation, Métis, and Inuit Students (N. Guzzo)**  
*The meeting was adjourned.*
- 8.12 **Policy II-45 Equity and Inclusive Education (N. Guzzo)**  
*The meeting was adjourned.*
- 9. **Staff Reports**
  - 9.1 **Religious Education Resource Selection (J. Crowell)**  
*The meeting was adjourned.*
  - 9.2 **Bronte Green School Boundary Review Committee Recommendation (R. Merrick)**  
*The meeting was adjourned.*
- 10. **Information Items**
  - 10.1 **Student Trustees Update (N. Gubert, K. Kelly, J. Roshdy)**  
*The meeting was adjourned.*
  - 10.2 **School Update (P. Daly)**  
*The meeting was adjourned.*
  - 10.3 **Long Term Capital Plan (LTCP) Update - Draft (A. Lofts)**  
*The meeting was adjourned.*
  - 10.4 **COVID-19 Resilience Infrastructure Stream Funding (R. Merrick)**  
*The meeting was adjourned.*
  - 10.5 **Milton No. 10 Catholic Elementary School School Boundary Review Initiation (R. Merrick)**  
*The meeting was adjourned.*
  - 10.6 **North Oakville No. 4 Catholic Elementary School School Boundary Review Initiation (R. Merrick)**  
*The meeting was adjourned.*
- 11. **Miscellaneous Information**
  - 11.1 **Minutes of the March 22, 2021 SEAC Meeting**  
*The meeting was adjourned.*
- 12. **Correspondence**  
*The meeting was adjourned.*
- 13. **Open Question Period**  
*The meeting was adjourned.*
- 14. **In Camera**  
*The meeting was adjourned.*
- 15. **Resolution re Absentees**  
*The meeting was adjourned.*

16. ***Adjournment and Closing Prayer (B. Agnew)***  
*The meeting was adjourned.*

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

\_\_\_\_\_  
Chair

## BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
November 5, 2019	Math Action Plan	<i><b>BE IT RESOLVED</b>, that in December 2020, the Board of Trustees receive a staff report on the progress made toward achievement of the goals of the Math Action Plan with measurable outcomes using qualitative and quantitative data.</i>	Curriculum	June 2021 - further qualitative and quantitative data to Trustees on the progress towards the Math Action Plan.
March 31, 2020	Math & Science Extra Curricular Engagement – Past/Present Initiatives and Future Opportunities	<i><b>BE IT RESOLVED</b>, that the Board of Trustees give instructions to its Secretary and Director of Education to prepare and present to the Board of Trustees on May 5, 2020 a detailed report outlining the current co-curricular and extra-curricular events being conducted in elementary and secondary math and science. The report should include the level of student participation in local, regional, university, national and international competitions for the past academic year. <b>BE IT FURTHER RESOLVED</b>, that subject to the May 5, 2020 report a plan be presented to the Board for review which includes the initiatives that support and encourage participation in local, regional, university, national shows and competitions in math and science, along with STEM initiatives moving forward.</i>	Curriculum	May 2021- update on progress.
March 31, 2020	Update to Board Room Technology	<i><b>WHEREAS</b>, the boardroom located in the Halton Catholic District School Board's Catholic Education Centre offices, is also the location where public meetings are held and in keeping with Section 208.1 sub sections 1, 2, 3 and 4 of the Education Act which states that access to proceedings be allowed from remote locations to Trustees; and,</i>	A. Lofts	Update and staff training in progress.

		<p><b>WHEREAS</b>, current audio, video and data transfer equipment is antiquated and un-satisfactory</p> <p><b>BE IT RESOLVED</b>, that the Board gives instruction to the Secretary of the Board to investigate and provide at least three (3) costed reports at a regular board meeting, for the purpose of upgrading the current communication system and replace the same so as to allow seamless remote access with the latest technology (such as: speech timing, floor queuing, live streaming, recording, screen sharing, document comparing, etc..) that has the capability of allowing a minimum of 25 remote users by no later than the May 5, 2020 Regular Board meeting; and that this technology be capable of relocation to any board office if required.</p>		
October 20, 2020	Board Meeting Time Keeping	<p><b>WHEREAS</b>, By-law 10.3 speaks to specific time limits around how long a mover, and any member may speak to a motion;</p> <p><b>WHEREAS</b>, our goal is to ensure efficient board meetings and to afford equitable opportunities to each member of the board to speak on a motion;</p> <p><b>WHEREAS</b>, multiple other boards utilize some formal method of visible time keeping;</p> <p><b>BE IT RESOLVED</b>, that the Director of Education procure a digital time keeping mechanism that can be displayed and can be controlled remotely by the chair to be used for bylaw 10.3 and other opportunities such as delegations.</p>	P. Daly	Electronic time clock available until the return to in-person meetings.
October 20, 2020	COVID-19 Related Financial Reporting	<p><b>BE IT RESOLVED</b>, that the Board of Trustees direct the Secretary of the Board and Director of Education to provide an ongoing financial report of the past expenditures by HCDSB and all past,</p>	A. Lofts	June 15, 2021

		<p>current and future funding received by HCDSB from different levels of government to effectively manage COVID-19 in the form of a quarterly financial report commencing on Nov 30, 2020 and reported to the Board at the December 15, 2020 Board meeting until such a time as the Ministry of Education removes all COVID-19 related protocols and guideline and all schools have returned to a conventional full time learning model.</p>		
April 26, 2021	Supporting Our Diverse School Community	<p><b>WHEREAS</b>, many of our students, parents, caregivers, staff and community members identify as 2SLGBTQ+.</p> <p><b>WHEREAS</b>, our strategic plan emphasizes that the well-being for all of our students and staff are met through a focus on equity and inclusion.</p> <p><b>WHEREAS</b>, Pope Francis has told parents of 2SLGBTQ+ children that “God loves your children as they are” and “the church loves your children as they are because they are children of God.”</p> <p><b>WHEREAS</b>, Mark 10:13-16 states “People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he was indignant. He said to them, “Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it.” And he took the children in his arms, placed his hands on them and blessed them.”</p> <p><b>WHEREAS</b>, there are students and staff within our Halton Catholic District School Board (HCDSB) community who identify</p>	P. Daly	January 2022

with the 2SLGBTQ+ and

**WHEREAS**, we as a Board wish to ensure all the students and staff attending our schools and their families, know that we support and are welcoming of all students, staff and community members,

**BE IT RESOLVED** that the HCDSB create a shared understanding through mandatory training for senior staff (including Superintendents and board level Senior Managers/Chiefs of Programming) on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code by the start of the 2021/ 2022 school year.

**BE IT FURTHER RESOLVED**, that the HCDSB create shared understanding through mandatory training on the Catholic Social Teaching on loving and accompanying students who identify as 2SLGBTQ+, denominational rights and rights of students and staff under the Ontario Human Rights Code in schools with Principals and VPs, Teachers, Chaplains, Early Childhood Educators, Educational Assistants, Special Education Staff (including Social Workers, Child and Youth Workers, Speech Pathologists, Special Education Resource Teachers, Psychology department, etc.) to be started in September of the 2021/ 2022 school year.

**BE IT FURTHER RESOLVED**, that HCDSB staff raise awareness around Pride month, utilizing the guidelines the Institute for Catholic Education (I.C.E.) has provided to each board through the

		<p><i>Directors of Education (Memo dated May 19, 2020) starting June 2021.</i></p> <p><b><i>BE IT FURTHER RESOLVED</i></b> each school be mandated safe space signage, to ensure that students in the 2SLGBTQ+ community are supported throughout the entire school year.</p> <p><b><i>BE IT FURTHER RESOLVED</i></b> that the Director of Education and Secretary of the Board ensure that the mandatory training is to be completed by the 2021/ 2022 school year if not sooner and provide an updated report on the progress to the Trustees at the first meeting in January 2022.</p>		
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#### OUTSTANDING POLICY ITEMS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS

## Regular Board Meeting

## Action Report

Bronte Green School Boundary Review – School Boundary Review Committee Recommendation	Item 8.2
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

### Purpose

The purpose of this report is to update the Board on the recommendation of the Bronte Green School Boundary Review Committee (SBRC) and to obtain Board approval for the recommended boundary change.

### Background Information

1. Staff Report Item 9.2 “Bronte Green School Boundary Review – School Boundary Review Committee Recommendation” from the May 4, 2021 Regular Meeting of the Board.
2. Information Report Item 10.7 “Bronte Green New Development Area Elementary School Boundary Review” from the March 2, 2021 Regular Meeting of the Board.
3. Information Report Item 10.9 “2019 Long-Term Capital Plan Update – Final Report” from the June 18, 2019 Regular Meeting of the Board.

Additional background material including the options explored, presentations and minutes of the Advisory School Boundary Review Committee can be found online at:

<https://schoolplanning.hcdsb.org/bronte-green-new-development-area-elementary-school-boundary-review/>

### Comments

In the [2019 Long-Term Capital Plan \(LTCP\)](#), the Board identified Bronte Green (formerly Saw Whet Golf Course) as one of the development areas in Oakville. In addition, the LTCP identified the need to conduct a School Boundary Review to address enrolment pressures from this new development to St. Mary CES and determine a home school for the new community in Oakville.

The school boundary review was undertaken in accordance to [Board Policy No. I-29: School Boundary Review Process](#) and [Administrative Procedure No. VI-88: School Boundary Review Process](#) and an advisory School Boundary Review Committee was created.



The advisory School Boundary Review Committee consisted of parent representation from St. Mary CES and St. Joan of Arc CES. A list of the School Boundary Review Committee is provided in Appendix A.

The goals of the boundary review were to:

- Review the school attendance boundaries for St. Mary CES and St. Joan of Arc CES to support long-term sustainable enrolment at both schools;
- Complete the review with implementation to take effect for September 2021 to ensure that a home school for the Bronte Green New Development Area is determined in advance of first group of students from the new community.

### School Boundary Review Milestones

From March 24, 2021 to April 21, 2021, the School Boundary Review Committee met through two (2) virtual committee meetings. In addition, one (1) Virtual Public Information Meeting and a Public Feedback Survey was presented to the community through virtual methods during this time to gather feedback on the proposed boundary reviewed by the Committee.

**Table 1: School Boundary Review Completed Tasks**

ACTIONS	DATE
Board Information Report – SBRC Initiation Report	March 2, 2021
Inaugural SBRC Working Meeting #1	March 24, 2021
Public Information Meeting & Public Feedback Survey	April 7, 2021
SBRC Working Meeting #2	April 21, 2021
Staff Report – SBRC Recommendation	May 4, 2021

**Table 2: School Boundary Review Next Steps**

ACTIONS	DATE
Public Delegations	May 18, 2021
Final Action Report presented to the Board	May 18, 2021

### Bronte Green New Development Area Elementary School Accommodation Plan

As part of the School Boundary Review Committee review process, the committee was presented with the option of redirecting the Bronte Green New Development Area from St. Mary CES to St. Joan of Arc CES. The option of redirecting portions of the Bronte Green New Development Area to different schools was also discussed, however it was decided by the committee that it would be best to keep the new community together at one school. In addition, the areas to the west of Bronte Green that form the Bronte Creek Provincial Park and a few rural style residential homes on the west side of Bronte Road (patch O18 and P19) with no current students would also be directed to St. Joan of Arc CES.

The School Boundary Review Committee recommended boundary is provided in Appendix B.



The committee ultimately supported the option of directing the entire Bronte Green New Development Area to St. Joan of Arc CES from the St. Mary CES catchment. The proposed boundary change, SBRC supported option, was shared with the community for public feedback.

### Public Feedback Comments and Concerns

On April 7, 2021, the Board hosted a virtual Public Information Meeting on the SBRC supported option. Following the meeting, a public feedback survey was made available to the community.

The feedback received from the community is available through the School Planning website at: <https://schoolplanning.hcdsb.org/bronte-green-new-development-area-elementary-school-boundary-review/>.

Based on feedback received through Virtual Public Information Meeting, overall, 77% of respondents supported the SBRC boundary change, 8 % of the respondents were neutral to the boundary change, and 16% were opposed to the boundary change.

### Conclusion

The recommendation of the School Board Review Committee is to proceed with the boundary change to redirect the Bronte Green New Development Area from St. Mary CES to St. Joan of Arc CES. The boundary change is to take effect for September 2021 to ensure that a home school for the Bronte Green New Development Area is determined in advance of the first group of students from the new community.

### Resolution

The following resolution is respectfully submitted for Trustee consideration and approval:

#### Resolution#:

*Moved by:*

*Seconded by:*

**RESOLVED**, that the Halton Catholic District School Board direct staff to implement the SBRC recommended boundaries for the 2021-2022 school year for St. Mary CES and St. Joan of Arc CES, whereby these changes shall have the effect of altering existing attendance areas by:

1. Re-directing patch O18 and P19 from St. Mary CES to St. Joan of Arc CES.



**Report Prepared by:**

B. Vidovic  
Senior Manager, Planning Services

D. Gunasekara  
Planning Officer, Planning Services

**Report Submitted by:**

R. Merrick  
Superintendent, Facility Management Services

**Report Approved by:**

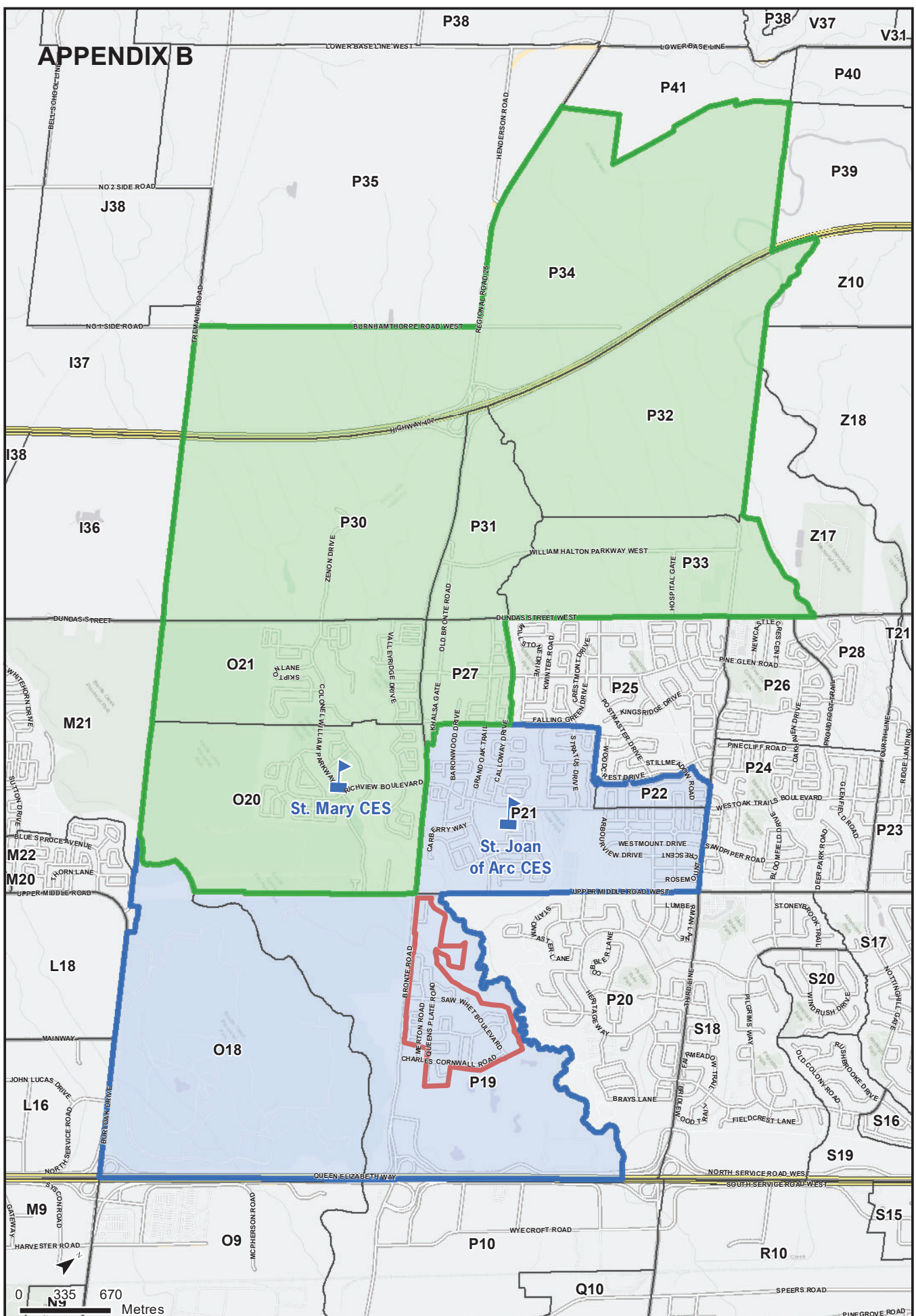
P. Daly  
Director of Education and Secretary of the Board

## School Boundary Review Committee (SBRC) Members

### Bronte Green New Development Area School Boundary Review

<b>Parent Representatives</b>	St. Joan of Arc CES	Nyasha Chigwamba
		Neil Menezes
	St. Mary CES	Christian Howard
		Nunzio Izzo
<b>Board Staff</b>	Superintendent of Education	Emi Bakaic
	Superintendent, Facility Management Services	Ryan Merrick
	Administrative Assistant, Facility Management Services	Donna Sayers
	Senior Manager, Planning Services	Branko Vidovic
	Planning Officer, Planning Services	Dhilan Gunasekara

# APPENDIX B



Religious Education Resource Selection	Item 8.3
May 18, 2021	

## Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

## Purpose

The purpose of this report is to recommend the purchase of the Grade Eight, *Growing In Faith, Growing In Christ*, Complete Print and Digital District Implementation Package to support the implementation of the Ontario Catholic Elementary Curriculum Policy Document for Religious Education, Grades 1-8, 2012.

The Halton Catholic District School Board's investment in classroom learning materials ensures the provision of appropriate resources that support the Catholic faith Tradition as well as the Ontario Curriculum.

## Background Information

The Ontario Catholic Elementary Curriculum Policy Document for Religious Education, Grades 1-8, was completed in 2012 and was created to support the academic and spiritual development of students in Catholic schools. The General Directory for Catechesis and its most recent edition the Directory for Catechesis provide the focus and framework to the policy document. The Assembly of Catholic Bishops of Ontario (ACBO) collectively set the Religious Education program through their Education Commission and the Institute for Catholic Education (ICE). In May 2013, it was approved for implementation. The policy document has been forwarded to the Vatican and has been foundational in the creation of the new Religious Education program *Growing In Faith, Growing In Christ*.

In order to support the *Ontario Catholic Elementary Curriculum Policy Document for Religious Education, Grades 1 – 8, 2012*, the Assembly of Catholic Bishops of Ontario announced that Pearson Canada would be awarded the contract to create and publish a new Religious Education program for Catholic schools. With the participation and contribution of bishops, theologians and Catholic School board representatives from Ontario, Alberta and Saskatchewan, the resource *Growing in Faith, Growing in Christ* was developed.



The following is a schedule of the *Growing in Faith, Growing In Christ* purchase by the Halton Catholic District School Board:

2014-2015 **Grade One**, Comprehensive Resource Package

2015-2016 **Grade Two and Grade Three**, Comprehensive Resource Package

2016-2017 **Grade Four**, Comprehensive Resource Package

2017-2018 **Grade Five**, Comprehensive Resource Package

2018-2019 **Grade Six**, Comprehensive Resource Package

2019-2020 **Grade Seven**, Comprehensive Resource Package

This exceptional resource reflects current pedagogical understandings that support all curriculum through the Catholic Tradition and Catholic theological thought. In a statement on the value of the program, the Ontario and Western Bishops say:

*Growing in Faith, Growing in Christ creates strong links between home, school, and parish. The classroom experience helps students to deepen their love of God and their neighbours. Using the best pedagogical practices, the program seeks to engage students in knowing and living their faith. This will not only help them today but will also prepare them for tomorrow as they grow and mature and make significant contributions to our society as faith-filled Catholics who radiate the joy of believing.*

It is recommended that the Halton Catholic District School Board continue with the implementation of the ***Growing in Faith, Growing in Christ*** resource by purchasing the Grade Eight Comprehensive Resource Package for implementation in September 2021. The proposed publication dates for the resource by Grade Level are as follows:



Grade	Print Resources	Digital Resources
1	April 2015 (purchased)	August 2015 (purchased)
2	August 2015 (purchased)	December 2015 (purchased)
3	April 2016 (purchased)	August 2016 (purchased)
4	April 2017 (purchased)	August 2017 (purchased)
5	May 2018 (purchased)	August 2018 (purchased)
6	May 2019 (purchased)	August 2019 (purchased)
7	May 2020 (purchased)	August 2020 (purchased)
8	May 2021	August 2021
KDG	May 2022	August 2022

## Comments

### The components of the Grade 8 program include:

#### Teacher Resource

- Print and digital formats
- Detailed lesson plans, and background information
- Support of theological learning and experience for teacher
- Support differentiated instruction for each lesson and unit
- demonstration of learning statements, to support teacher assessment of the expectations
- unit inquiry tasks to support assessment and evaluation as per Ministry of Education guidelines
- culturally responsive pedagogy

#### Student Book

- Print and digital formats, to support home/school/parish connections
- Supports literacy
- Ignites inquiry-based learning opportunities
- Highly Visual content
- Variety of text forms, including media literacy supports such as infographics, charts, diagrams, etc.
- Culturally responsive pedagogy



### Multi-Media/Interactive Elements

- Songs with instrumental tracks, lyrics, and scores
- Interactive activities
- Extended Image Gallery for projects
- Audio playback for the student resource
- Videos
- School, Home and Parish Portal

In addition, boards who purchase the Comprehensive Resource Package will also receive:

- Half-day in-person implementation and resource overview session;
- Five on-line Professional Development modules to provide background and support for key program concepts (self-directed or used for staff development);
- Teacher access to digital components for multiple grades to facilitate combined grade classroom;
- Combined grade support, correlations and strategies;
- Report card comments (if requested; would be developed in partnership with appropriate board support);
- Sacramental instruction support; and
- One copy of the student resource and digital access to home and parish components for every parish in the district.

### EXPENDITURE SUMMARY:

Product Description	Quantity	Print/Digital (Full Implementation)	Total
Digital Teacher Resources: - Teacher, Student and Parish Websites, digital Teacher Resource	97	\$950.00	\$92,150.00
Digital Student Resources: - Student Website & digital student book	2,558	\$52.00	\$133,016.00
Print Teacher Resources	97	\$45.00	\$4,365.00
Print Student Resources	2,558	\$3.50	\$8,953.00
PRODUCT TOTAL			\$238,484.00
TAXES			\$29,271.58 HST \$665.90 GST
SUBTOTAL BEFORE SHIPPING FEES (shipping fees have not yet been provided)			<b>\$268,421.48</b>



Conclusion

The recommendation is to purchase ***Growing in Faith, Growing in Christ***, Comprehensive Resource Package as the approved Grade Eight Religious Education Program Resource, with the intention of continuing to purchase *Growing in Faith, Growing in Christ* grade level resources including Kindergarten as it becomes available. By purchasing the *Growing In Faith, Growing In Christ* product, in collaboration with the Assembly of Catholic Bishops of Ontario and in solidarity with the Holy See, the Halton Catholic District School Board, will provide all elementary students, staff and their families an opportunity to grow, learn and develop in the Catholic faith tradition we have been entrusted to share.

Recommendation

The following recommendation is presented for the consideration of the Board:

<b>Resolution#:</b>	<i>Moved by:</i>
	<i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board approve the purchase of the Grade Eight Core Religious Education Complete Print and Digital District Implementation Package: <i>Growing in Faith, Growing in Christ</i> in the estimate amount of \$268,421.48	

<b>Report Prepared by:</b>	P. Dal Ben Curriculum Consultant, Curriculum Services
<b>Report Submitted by:</b>	J. Crowell Superintendent – Curriculum Services
<b>Report Approved by:</b>	P. Daly Director of Education and Secretary of the Board



## Regular Board Meeting

## Action Report

Naming of the Milton No. 3 Catholic Secondary School	Item 8.4
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of Foundational Elements: Optimizing organizational effectiveness.

### Purpose

To inform Trustees of the response from Bishop Crosby on the selection of a name for the new Milton No. 3 Catholic Secondary School.

### Background Information

Following the Regular Board Meeting on May 4, 2021, Director Daly forwarded a letter to Bishop Crosby which included the prioritized list of names. The letter sent to Bishop Crosby is attached as Appendix A.

Bishop Crosby has responded with his approval of the name for the new Milton No. 3 Catholic Secondary School to be St. Kateri Tekakwitha Catholic Secondary School. The response from Bishop Crosby is attached as Appendix B.

### Recommendation

The following recommendation is presented for the consideration of the Board:

<b>Resolution#:</b>	<i>Moved by:</i>
	<i>Seconded by:</i>
<b>Resolved</b> , that the Halton Catholic District School Board approve the name St. Kateri Tekakwitha Catholic Secondary School for Milton No. 3 Catholic Secondary School.	



Report Prepared and Submitted by:

Emi Bakaic  
Superintendent of Education, School Services

Report Approved by:

Pat Daly  
Director of Education and Secretary of the Board



802 Drury Lane  
Burlington, ON  
L7R 2Y2

(905) 632-6300

[www.hcdsb.org](http://www.hcdsb.org)

May 5, 2021

Most Reverend Douglas Crosby, O.M.I., D.D.  
Bishop of Hamilton  
700 King Street West  
Hamilton, ON  
L8P 1C7

Dear Bishop Crosby:

**RE: PROPOSED NAME FOR THE NEW MILTON #3 CATHOLIC SECONDARY SCHOOL**

---

The Board at its Regular Meeting of May 4, 2021 selected a preferred name for the new Milton #3 Catholic Secondary School and is seeking your approval. A copy of the Board Report is attached for your reference.

After a process of community consultation, the preferred name for our new secondary school is ***St. Kateri Tekakwitha Catholic Secondary School***. If this name is acceptable to you, it is the intention of the Board to announce this to the community as soon as possible. The new school will open in September 2022.

In the event that the proposed name does not meet with your approval, the Board will seek your approval for the alternate name considered – *St. John Bosco Catholic Secondary School*.

The Board respectfully requests your consideration of the proposed name and will await your comments before proceeding. It is our hope to have your decision available for the May 18, 2022 Regular Board meeting.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Pat Daly".

Pat Daly  
Director of Education

c.c.      *Emi Bakaic, Superintendent of Education*



B I S H O P   O F   H A M I L T O N

May 6, 2021

Mr. Patrick Daly, Director  
Halton Catholic District School Board  
802 Drury Lane  
Burlington, ON L7R 2Y2

Dear Mr. Daly,

Thank you for your letter of May 5, 2021 in which you propose the name *Saint Kateri Tekakwitha Catholic Secondary School* for the new school in Milton.

It is a beautiful name and I approve wholeheartedly!

I look forward to visiting the school when it is completed, and I hope to gather with staff and students to bless the school when it is safe to do so.

May God bless “the build” going forward.

Sincerely in Christ and Mary Immaculate,

(Most Rev.) Douglas Crosby, OMI  
Bishop of Hamilton

/cd



## Regular Board Meeting

## Action Report

Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees	<b>Item 8.5</b>
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

To approve *Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees* as presented.

### Background Information

Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees was reviewed as part of the regular policy review cycle. Revisions were made to improve readability, and ensure the policy follows the correct template and references as required. The *Trustee Expense Guidelines* have been included as Appendix A.

### Conclusion

*Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees* was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

The following recommendation is presented for the consideration of the Board:

<b>Resolution#:</b>	Moved by:
	Seconded by:
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy I-34(B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees</i> , be approved.	

### Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

## Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees

**Adopted:**  
November 6, 2007

**Last Reviewed/Revised:** May 18, 2021

**Next Scheduled Review:** 2023-2024

### Associated Policies & Procedures:

[I-24 Fraud Management](#)

[VI-24 Fraud Management](#)

[I-35 Trustee Honoraria](#)

[I-23 Catholic School Councils and Catholic Parent Involvement Committee](#)

[VI-84 Catholic School Councils and Catholic Parent Involvement Committee](#)

[III-13 Corporate Purchasing Card Distribution and Usage](#)

[VI-86 Corporate Purchasing Card Distribution and Usage Procedure](#)

[VI-45 Mobile Cellular Device Operating Procedure](#)

[VI-73 Meal and Hospitality Expenses for Employees at Board Sanctioned Events Procedure](#)

## Purpose

To describe the terms and conditions under which an expense incurred by a trustee, student trustee, or external members of Board committees; in the course of discharging Board-recognized duties and responsibilities in accordance with the Education Act and its amendments, will be approved by the Board.

## Application and Scope

This operating policy applies only to approved expenses incurred by a Trustee or Student Trustee of the Board or an external member of one of the Board's standing committees (e.g. Audit Committee, SEAC, CPIC) when performing Board recognized duties and responsibilities.

## References

### [Education Act and Regulations](#)

- Education Act, Section 171(17): Powers of Boards – Membership Fees and Travelling Expenses

- Education Act, Section 191.2: Expenses

[Broader Public Sector \(BPS\) Expenses Directive](#)

[Broader Public Sector Perquisites Directive](#)

[Trustee Expense Guideline](#) (gov.on.ca)

## Principles

- The Board is committed to supporting Trustees while representing students' interests, the community and promoting the Halton Catholic District School Board's mission. It is recognized that in carrying out their responsibilities, Trustees may incur eligible expenses for which they will be reimbursed.
- Where appropriate, Trustees, Student Trustees, and Board committee members are entitled to be reimbursed for approved out-of-pocket expenses incurred for an official duty, function or on behalf of the Board and deemed reasonable and appropriate in the circumstances in which the expense is incurred.
- The Board will reimburse Trustees, Student Trustees, and Board committee members for travel, meals, accommodations and other business eligible expenses incurred while on Board business.
- Reimbursement for extraordinary or unusual expenses must be pre-approved by the Superintendent (or Resource to the Committee), Superintendent of Business Services or Chair of the Board, as appropriate. For expenses to be reimbursed, these must be appropriately authorized and approved. The expenses must be reasonable and relevant to the Board sanctioned event or business activity and be accompanied by appropriate proof of payment.
- Trustees, Student Trustees, and Board committee members make every effort to contain business expenses by sharing transportation whenever possible or selecting the most economical mode of travel. Where hotel accommodations are required, a standard room is booked unless one is not available.
- For travel outside of the Province of Ontario, an Information Report will be submitted to the Board regarding the conference details, including expenses, potential impact to current board practices, and any potential benefits to the system.
- The Board recognizes the moral, ethical and monetary value of responsible financial stewardship of the Board's resources as it relates to expenses claimed for reimbursement.
- Personal expenses are not permitted.
- Expenses related to political activities or event are not reimbursed.
- The Board assumes no obligation to reimburse expenses that do not comply with this policy.

## Requirements

- Trustees, who are issued a Board Purchasing Card (P-card) in accordance with the Board's Corporate Purchasing Card Distribution and Usage Policy and Administrative Procedures, should use it to pay for approved expenses whenever possible.
- Submission of Board-related expenses require the following information, handwritten by the purchaser on the back of the original itemized receipt or detailed on the P-card reconciliation sheet:
  - Event name/Expenditure
  - Names/Roles of participants
  - Reason for expense
- Approval for reimbursement of expenses shall be provided by:
  - Superintendent (or Resource to the Committee) for external members of a Board standing committee (i.e. CPIC, SEAC)
  - Chair of the Board for Trustees
  - Superintendent of Business Services for the Chair of the Board
- Reimbursement for expenses where receipts are not provided by the vendor or are lost requires the Trustee to submit in writing the event name, expense, names of participants, the reason for the expense, and include the signature of the Chair of the Board or the Superintendent of Business Services.
- The Director of Education, Superintendent of Business Services or Chair of the Board may request additional information regarding conference expense details and possible future changes to our system's practices and benefits, which will be presented to the Board through an Information Report at a subsequent Board meeting.
- For travel outside of the Province of Ontario, an Information Report will be submitted to the Board regarding the conference details, including expenses and possible future changes to our practices and benefits to our system.
- All expense claims, both those using a Board P-card and those submitted for reimbursement, must have signed approval. The Chair of the Board must approve Trustee expense claims. The Superintendent of Business Services must approve the Chair of the Board's expense claims.
- All expense claims must be submitted and approved within 30 days of the end of the fiscal year in which the expenses were incurred and shall be paid promptly.
- All expense claims are subject to audit by the Board.
- All expenses not approved or not deemed as Board-related business by the Superintendent (or Resource to the Committee), Director of Education, Chair of the Board or Superintendent,

Business Services under the provisions in accordance with the Education Act, and its amendments, will not be eligible for reimbursement.

- The following expense items, where appropriate, are those for which claims may be submitted: to the Board as approved expenses while on Board business.

## **1. Technology**

At the beginning of each elected term, each Trustee will be provided with technology equipment from an approved list, which includes:

- one (1) laptop/desktop and relevant software programs\*;
- one cellular device (i.e. Smartphone) (not provided for Student Trustees)

All items must be returned to the Board and all expenses will cease to be covered upon the Trustee's end of term or date of resignation from the Board.

Student Trustees will receive one (1) laptop/desktop and relevant software programs.

\* Re-elected Trustees' computer hardware will be replaced/upgraded as per the Board's refresh cycle.

## **2. Out-of-pocket business expenses**

- A Trustee can expense a maximum of \$3,000 during a school year (does not include expenses charged to central Trustee accounts) in connection with carrying out their responsibilities as a Board member.

## **3. In addition to the \$3,000 budget, the following expense items, where appropriate, are those for which claims may be submitted to the Board as approved expenses while on Board business:**

- Eligible mileage expenses;
- All costs incurred by a Trustee at annual conferences, professional development sessions, meetings and events related to discharging their responsibilities. These items are approved at the discretion of the Chair;
- As per the Trustee Expense Guidelines developed at the November 8, 2011, Policy Committee Meeting (Appendix A).

## **4. Mileage expenses**

- The rate per kilometre paid, to be reviewed annually, is established by the Board based on the Canada Revenue Agency deemed reasonable rate, taking into consideration the following assumptions and conditions:
  - a) That the rate and/or amount paid is calculated to cover all operating expenses of the vehicle, including depreciation, insurance, interest, license, fuel, oil, tires and maintenance;
  - b) The rate paid relieves the Board of any further obligation for costs or expenses resulting from accidents, fines, or other extraordinary costs incurred while the vehicle is being operated on Board business.
- Mileage expenses will be reimbursed to Trustees and/or external members of Board committees, as applicable, due to attendance at an activity where mileage is incurred in

discharging their responsibilities.

- Trustees will be reimbursed for mileage to/from Board meetings and other Board related business from/to their home.

## **5. Toll Fees**

- Where necessary and approved by the Chair of the Board or the Superintendent of Business Services, toll fees may be claimed. Transponder fees will not be reimbursed.

## **6. Other Travel Within and Outside the Province/Country**

- Transportation is provided on rail and/or economy or equivalent flight with transportation service to and from the airport/train station. If a private vehicle is authorized and used, mileage is paid to the driver in accordance with Board policy rates. Participants shall make every effort to share transportation.

## **7. Accommodations**

- Whenever possible, all hotel reservations will be made four (4) weeks in advance, and hotel accommodation costs will be charged to the Board's P-card or reimbursed to the individual. It is understood that staff require a minimum of four (4) weeks advanced notice from attendees to facilitate travel arrangements.
- All hotel reservations for Student Trustees shall be made by Board staff.
- Where appropriate, hotel reservations will be confirmed to attendees employing a confirmation number, which will be provided to the attendee prior to the function.
- It is also required that, if available, a standard room is the set option for accommodation.

## **8. Professional Development/Conference Fees**

- Annually, the Board will establish a budget for Trustee conference/professional development (conferences, workshops, seminars). All costs associated with a conference are to be charged against the conference/professional development budget.
- Trustees shall secure the necessary approval where appropriate, from the Chair of the Board or Superintendent of Business Services as appropriate, to attend any function for which reimbursement of expenses is sought from the Board.
- Trustees will be reimbursed for the following expenses incurred:
  - Hotel room charges (standard room);
  - Registration fees for approved conferences (whenever feasible, registration fees will be prepaid by the Board);
  - Meals (including tax and gratuities up to maximum meal reimbursement rates (receipt must be provided));
  - Taxi costs;
  - Parking fees, and
  - Train/airline tickets when determined to be the most practical mode of transportation for the event at standard pricing. Airfare will be reimbursed up to the cost of economy or equivalent.

The following expenses will not be covered:

- Meals when they are provided through the conference;
- Movies/entertainment/recreation charges;
- Charges incurred by a family member/guest;
- Alcoholic beverages;
- Parking tickets or Traffic Act violations;
- Personal gifts.

## **9. Parking**

- Parking costs for Board related business will be eligible when supported with receipts or an explanation in the case of metered parking.

## **10. Meals**

- Meal expense while away on business will be reimbursed at actual cost up to a maximum of \$75.00 (CDN) per person, per day, including taxes and gratuities. The lesser of the actual cost or the maximum will be reimbursed. This rate is not a per diem rate.
- Gratuities will be capped at 15%, except where the restaurant applies an automated gratuity above 15%.
- Extenuating circumstances will be considered on an individual basis and require the Chair of the Board or the Superintendent of Business Services' approval.

## **11. Telephone Calls**

- Telephone calls (within Canada) for Board related business are eligible expenses.
- Outofcountry long-distance and cellular charges will not be reimbursed unless approved by the Chair for Board-related business.

## **12. Alcohol**

- Alcohol is not an eligible Trustee and/or external members of Board committees expense unless it is included in the conference or event cost by the organizer/sponsor.

## **13. International Travel**

- Expenses for any travel outside of Canada and the United States will not be reimbursed.

## **14. Other Expenses**

- When accompanied by an explanatory note, other expenses are eligible Trustee and/or external members of Board committee expenses when approved by the Superintendent (or Resource to the Committee), Director of Education, Chair of the Board or Superintendent of Business Services, as appropriate.
- Office supplies for Board related business are eligible Trustee expenses where/when they are not available using the Board's regular procurement process.
- Mailing and photocopying for Board related business are eligible trustee expenses where/when they are not available through the Board.

## **15. Donations**

Donations, by any Trustee, to any groups or individuals will not be reimbursed, except when the donations are made on behalf of the Board of Trustees if approved in advance by resolution of the Board of Trustees.

All expense claims must be submitted and approved within thirty (30) days of the end of the fiscal year and will be paid promptly and posted on Board's website.

- 16.** The Superintendent of Business Services, in collaboration with the Chair of the Board, will make available a summary report of individual Trustee expenses annually in December for the previous budget year.

The summary report will include the following expense categories:

- Honorarium
- Office supplies
- Conferences and professional development
- Travel expenses
- General expenses
- Cell phone
- Office equipment
- Internet
- Legal fees
- Meeting expenses (e.g. hospitality)

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

## APPENDIX A

### TRUSTEE EXPENSE GUIDELINES BOARD REPRESENTATION AND TRUSTEES ATTENDANCE AT EVENTS

The guidelines are intended to identify expenses that are eligible for reimbursement, that are consistent with commonly held values and accepted practices that are not perceived as excessive.

Trustees are often called to attend numerous functions throughout the year. Trustees may also choose to attend events and/or conferences that are of interest to them. As stewards of the Board, they must uphold the Board's Mission statement and its' governing values whereby: *The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centred individuals enabled to transform society.*

In addition to the honorarium, the Act provides that boards may establish a policy in order to reimburse trustees "for all or part of his or her out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a board member". Boards are authorized to reimburse trustees for travel to and from a trustee's residence to a meeting of the Board, or of a committee of the Board or for reasonable out-of-pocket expenses incurred in connection with the travel. Boards may also pay for expenses and membership fees of any member of the Board to attend meetings of an educational association. These expenses are addressed in Board Policy I-34 (B)

Reimbursable expenses can be classified as those that are related directly and/or indirectly to Board business. For the purposes of clarification, within these guidelines, events have been placed into five categories: Board Business; Board-Related Business; Community; Local; and Professional Development/Trustee-Liaison.

#### **Board Business:**

Examples of events that may be related to Board Business include Trustee Association meetings or events and/or Board or committee meetings. The costs associated with these events are covered through the Board budget. Such events include, but are not limited to:

- CCSTA Conference
- ICE Symposium
- OCSTA Conferences and Seminars

#### **Board-Related Business:**

Board-Related events are usually hosted by the Board and/or held in partnership with the Board. The costs associated with these events are covered through the Trustee's allocated budget. Such events include, but are not limited to:

- Board Recognition Night (optional)
- Events in support of the Halton Catholic Children Foundation (optional)
- Parent Conference

### **Community Events:**

The Board is committed to creating and promoting opportunities for community outreach. It is in the interest of the Halton Catholic District School Board that its presence is visible within the community at community events. The Board, through the office of the Director and/or the Chair of the Board, may determine that it is advisable to attend or be represented at such events.

Examples of community events where the Board would cover the costs associated with these events by purchasing tickets or a table include, but are not limited to:

- Burlington and Oakville Prayer Breakfasts
- CYO Dinner
- Father Fogarty Awards
- Halton Food for Thought Breakfast Gala
- Halton Multicultural events
- Halton Pro-Life Dinner
- HIEC's Spring and Fall Breakfast
- Breakfast with the Mayor

### **Local Events:**

At times, trustees are invited to attend local events within their respective jurisdiction. These events benefit from having local trustee representation and provide opportunities for trustees to remain connected to, and active within their local community and parishes.

The costs associated with these events are covered through the trustee's allocated budget. Such events include, but are not limited to:

- Local Municipal Celebrations (Civic Remembrance Day Celebrations, etc...)
- School-related events such as Spaghetti dinners or yearly BBQ
- Parish Celebrations

### **Professional Development / Trustee Liaison:**

Trustees are often invited to attend seminars/workshops. The costs associated with these sessions, although attendance is voluntary, can be covered through the trustee's respective budget allocation. Trustees may also choose to pursue learning opportunities related to their role as school trustee. These events must be approved by the Chair of the Board. Such events include, but are not limited to:

- Ontario Association of Parents in Catholic Education
- Ontario Catholic Student Leadership Conference
- When Faith Meets Pedagogy
- People for Education

### **Unreasonable Expenses:**

Examples of events that would not be directly supported by the Board, nor eligible for reimbursement for individual trustees include, but are not limited to:

- Partisan Political events
- Events that are contrary to the governing values of the Halton Catholic District School Board
- Events that are contrary to the tenets and teachings of the Catholic Church



## Regular Board Meeting

## Action Report

Policy I-40 Performance Appraisal of Director of Education	Item 8.6
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

To approve *Policy I-40 Performance Appraisal of Director of Education* as presented.

### Background Information

Policy I-40 Performance Appraisal of Director of Education was reviewed as part of the regular Policy review cycle. The performance appraisal of the Director of Education is due to commence in April 2021 and to be completed by May 31, 2021. It has been observed in past reviews that the current rating structure for the evaluation criteria is limiting in scope as it does not permit Trustees to provide mid-point scoring (i.e., a rating that falls between levels, for example, 2.5). This has resulted in ratings being applied inconsistently. Additionally, the current rating of *X-Unknown* has been interpreted in past reviews as a value of 0 (zero), thereby skewing the overall tabulation.

Changes have been made to the rating structure in Appendix A of the policy to include broader evaluation criterion from 1 to 5 as follows:

- 1-Unacceptable; 2-Below expectations; 3-Meets expectations; 4-Exceeds expectations; 5-Outstanding
- Only values of 1 to 5 shall be considered in the overall tabulations

### Conclusion

*Policy I-40 Performance Appraisal of Director of Education* was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.



## Recommendation

The following recommendation is presented for the consideration of the Board:

**Resolution#:**

*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy I-40 Performance Appraisal of Director of Education*, be approved.

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Performance Appraisal of the Director of Education</b>	
<b>Adopted:</b> October 15, 2013	<b>Last Reviewed/Revised:</b> May 18, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> N/A	

## Purpose

The Halton Catholic District School Board believes that a performance appraisal process for the Director of Education, provides a forum for constructive dialogue and exchange of information between the Director and the Board of Trustees, further that such process is an opportunity for both the Board and the Director to clarify expectations and goals, to review past accomplishments, and to agree on needs and priorities of the system. The end result provides clear objectives for the coming year.

## Application and Scope

This policy applies to the Director of Education and the elected trustees at the Halton Catholic District School Board, and sets a process to be undertaken on an annual basis.

## Principles

The Halton Catholic District School Board shall adopt a program of performance appraisal which:

- Is consistent with the Mission and beliefs of the Halton Catholic District School Board.
- Builds upon and improves the Director of Education's performance by establishing a formal process and mechanism by which to provide feedback and to discuss and monitor expectations and standards of performance.
- Sets measurable goals, objectives and directions for the Director that directly relate to the Board's Mission and Multi-Year Strategic Plan.
- Ensures that the Halton Catholic District School Board's expectations and priorities are being effectively addressed by the Director.
- Is completed annually by the Board of Trustees with all trustees participating in the evaluation process.
- Provides for professional growth of the Director and ensures accountability.

- Shall be based on duties as assigned in provincial statutes, regulations, policies and guidelines for the position of Director of Education.
- Is led by the Chair of the Board.

## Requirements

- The annual performance review for the Director of Education shall be initiated by the Chair of the Board in April.
- The Director will submit a report which reviews activities and accomplishments for the year, to the Chair of the Board who will forward it to the trustees.
- The Chair will meet with the Director to review the appraisal process for the coming year, including a review of previous years' goals and identify goals for the next year.
- The Executive Assistant will circulate, to trustees, all forms, the Director's Report and a summary of the process. Trustees will be asked to complete the survey (*Appendix A*) and return it to the Chair at the April Board Meeting.
- The Chair and Vice-Chair of the Board shall review the data collected and the Chair and the Vice-Chair shall prepare a written appraisal report based on the data collected. This appraisal report will be reviewed by the trustees and then submitted to the Director of Education by May 31 each year.
- The Director of Education shall then respond and the appraisal report and Director's response shall be received by the Board for review, approval and disposition by the final Board meeting in June.
- The Director shall file an annual report identifying progress toward strategic priorities and goals outlined in the Multi-Year Strategic Plan, and areas of focus for attention for the upcoming school year at the September Board meeting. The report shall consider any recommendations arising out of the appraisal report and the Director's response from the previous school year.
- The appraisal report and response of the Director shall be filed in the office of the Chair, with a copy provided to the Director of Education.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

## Appendix A

As you read through the following list, circle the appropriate number, and submit any additional comments in the space provided. Only values of 1 to 5 shall be considered in the overall tabulations.

- ### 1. Catholic Leadership
- Promotes and integrates Gospel values throughout the system
  - Leads prayer and liturgy at meetings
  - Articulates Catholic values to community
  - Demonstrates a strong understanding of and maintains a positive working relationship with the deanery and related parishes

- Comments:

--

- Builds commitment to Board's Mission, beliefs and strategic priorities
- Maintains culture of respect through the system
- Creates a focus on faith, education excellence and student well-being

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

### **3. Communications**

- Provides written and verbal reports to the Board of Trustees
- Regularly corresponds to the system
- Responds to media/general correspondence
- Responds to inquiries in a timely fashion
- Provides timely information on Ministry initiatives that may affect the system
- Interprets and communicates policy, procedures, legislation and regulations to others (staff and trustees) to increase understanding
- Maintains open and meaningful communication with the Board

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

### **4. Staff Relations**

- Builds respectful relationships with all employee groups
- Creates an atmosphere of trust and collaboration
- Takes a problem-solving approach to issues
- Promotes a culture of learning that allows staff to engage in continuous learning
- Handles tough situations well and manages difficult personnel issues successfully

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

**5. Community and Public Relations**

- Represents the Board in a positive and professional manner
- Strengthens inter-board cooperation
- Enhances the system profile locally and provincially

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

**6. Vision of System: Present and Future**

- Articulates and promotes Mission and values of the system
- Understands system design and change management process
- Articulates how system and school planning align and reflect the Board's strategic priorities

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

### **7. Organizational Leadership**

- Leads by example - is seen as instructional leader
- Takes forward thinking approach to anticipate change
- Inspires confidence in the system
- Maintains a clear and consistent sense of direction
- Deals directly with difficult issues
- Provides clear roles and high expectations for senior staff
- Integrates feedback from trustees, staff and the community into positive action

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

### **8. Fiscal Leadership**

- Ensures the budget process reflects accountability in planning for economic and political realities
- Ensures budget allocations reflect articulated goals of system in the department planning process
- Ensures financial management of the Board is consistent with legal and Ministry requirements

- (1) Unacceptable
- (2) Below expectations
- (3) Meets expectations
- (4) Exceeds expectations
- (5) Outstanding

Comments:

**9. Personal and Professional Attributes**

- Participates in professional peer organizations
- Contributes to provincial initiatives, projects and/or committees
- Demonstrates ethical principles in management activities
- Is recognized as a professional leader

- (1) Unacceptable  
(2) Below expectations  
(3) Meets expectations  
(4) Exceeds expectations  
(5) Outstanding

Comments:

**SUMMARY OF BOARD RESPONSE:**

After Board members have reviewed and discussed the Director of Education's report, the Chair and Vice Chair will summarize the points by completing this form.

The Director of Education does a competent job in these areas:

The Director of Education could develop in these areas:

Summary Statement:

Comments from the Director of Education:

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Signature of Chair

Date:

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Signature of Director of Education

Date:

***The Director of Education's signature merely indicates that the completed form has been read and does not necessarily imply agreement with the performance evaluation.***

***A copy of this document will be placed in the Director of Education's personnel file.***



## Regular Board Meeting

## Action Report

Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School	Item 8.7
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

To approve *Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School* as presented.

### Background Information

Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary Schools was reviewed as part of the regular Policy review cycle. Minor housekeeping changes have been made to add relevant References for consistency and reflect current language.

### Conclusion

*Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School* was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

The following recommendation is presented for the consideration of the Board:

<b>Resolution#:</b>	Moved by:
	Seconded by:
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-26 Managing Student Risk in Interschool Sports - Elementary and Secondary School</i> , be approved.	

### Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

Managing Student Risk in Interschool Sports - Elementary and Secondary Schools	
<b>Adopted:</b> September 1, 1989	<b>Last Reviewed/Revised:</b> May 18, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-31 Risk Management – First Aid</a> <a href="#">VI-74 Risk Management – First Aid</a> <a href="#">II-39 Progressive Discipline &amp; Safety in Schools/Code of Conduct – Suspensions &amp; Expulsions</a> <a href="#">VI-44 Progressive Discipline and Safety in Schools</a> <a href="#">II-42 Medical Conditions</a> <a href="#">V-05 School Accidents – Prevention &amp; Safety</a> <a href="#">VI-21 OSBIE Online Incident Reporting (Ontario School Board Insurance Exchange)</a> <a href="#">VI-39 Inclement Weather Safety</a> <a href="#">VI-47 Inclement Weather - Transportation Cancellations and Emergency School Closures</a> <a href="#">VI-71 Concussion Safety</a>	

## Purpose

To provide thorough attention to the health and safety of student athletes participating in Halton Catholic District School Board sponsored and/or sanctioned interschool athletic activities.

## Application and Scope

This policy applies to all Board and school sponsored and/or sanctioned interschool athletic activities taking place on Board sites or on sites located outside the jurisdiction of the Board.

## References

[Education Act](#)

[Halton Catholic Athletic Association \(HCAA\)](#)

[Golden Horseshoe Athletic Conference \(GHAC\)](#)

[Ontario Federation of School Athletic Associations \(OFSAA\)](#)

[Ontario Physical Activity Safety Standards in Education \(OPASSE\)](#)

## Principles

- The Halton Catholic District School Board believes that the safety and well-being of student athletes are of primary concern and recognizes that certain policies and procedures must be established and implemented by all instructors/coaches and participants in order to promote safe activities and a safe playing environment for the athletes.
- In accordance with the Education Act, the School Administrator, or designate and teacher has the right and responsibility of a judicious parent and will act in accordance with the expectations of a parent.

## Requirements

The following minimum standards for dealing with athletic risk management will be implemented:

- Adherence to the Ontario Physical Activity Safety Standards in Education (OPASSE) Guidelines, specifically:
  - Equipment
  - Clothing/Footwear
  - Facilities
  - Special Rules/Instructions
  - Supervision
  - Coaching Certification
- Completion of appropriate (elementary or secondary) CONSENT TO PARTICIPATE AND MEDICAL INFORMATION FORMS (which outlines potential injury risk) prior to the first try-out for each sport in which the student is a participant.
- Coaches shall have access to the completed Interschool Consent To Participate and Medical Information Forms at all practices and competitions.
- Completion of an appropriate elementary or secondary RETURN TO PHYSICAL ACTIVITY NON-CONCUSSION MEDICAL ILLNESS/INJURY FORM where a student is returning to play after missing a practice or game due to an injury or illness requiring medical attention.
- Adherence to the Halton Catholic District School Board Medical Conditions policy and Concussion Safety procedures:
  - An appropriate means of communication on site, and a list of emergency contacts;
  - An appropriate means of transportation on site;

- The availability of an appropriate first aid kit;
- The identification of an IN-CHARGE PERSON, at all interschool athletic competitions, who will manage in the event of injury;
- The in-charge person at all identified “**high risk** activities” wherever they occur will be certified with a valid St. John Ambulance Standard First Aid certificate, or equivalent. The First Aid provider must be in attendance for the entire athletic event.
- Teachers/Coaches are to be aware of the medical/health conditions and physical limitations of their student athletes. This includes, but not limited to, knowledge of conditions such as heart disorders, asthma, diabetes, anaphylaxis, seizure disorder, and previous concussions.
- Teacher/Coaches must follow the appropriate HCDSB protocol based on the student athlete’s medical/health condition, as well as student injury/suspected injury for the duration of the sporting event.
- Prior to the instructor/coach teaching the skills of the activity, the instructor/coach will:
  - outline the possible risks of the activity (warnings of possible danger);
  - demonstrate how to minimize the risks;
  - set procedures and rules for safe practice of skills;
  - adhere to the safety procedures, rules of safe play, and parameters located within the Ontario Physical Activity Safety Standards in Education Guidelines; and
  - provide the appropriate supervision required by the activity.
- Prior to participating in the activity students must receive Concussion Safety procedures information or training on the following:
  - the definition and the seriousness of a concussion of how to identify the signs and symptoms of a suspected concussion;
  - the importance of reporting a suspected concussion to teacher/parents;
  - prevention techniques for the activity;
  - students must not participate in the activity until this instruction has been received.
- In activities requiring protective equipment - either supplied by the Board, or by the individual participant - such equipment must meet the minimum safety standards as established by the Ontario Physical Activity Safety Standards in Education (OPASSE), and/or the Halton Catholic Athletic Association (HCAA)/Golden Horseshoe Athletic Conference (GHAC)/Ontario Federation of School Athletic Associations’ (OFSAA) playing regulations for the sport and confirmed by the coaching staff.
- Environmental factors affecting the health and safety of participants and spectators (e.g. thunder and lightning, high winds, extreme temperatures and inclement weather) must be taken into consideration in terms of site appropriateness and/or cancellation/postponement.

- Each playing season, at least one coach from each school must attend (HCAA and Elementary) a preseason Coaches meeting to obtain important information about the upcoming season and safety updates.
- The Halton Catholic District School Board provides opportunities for instructors/coaches to participate actively in Coaching Clinics and First Aid Certification Training in adherence to the Halton Catholic District School Board Out of Classroom Safety Guidelines.
- Provisions must be made for health care insurance, Extended Blue Cross or equivalent, for each participant involved in athletic activities, which occur out of province/country.
- Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the Requirements of Policy II-39 *Progressive Discipline & Safety in Schools Code of Conduct - Suspensions & Expulsions*.
- Secondary school athletics follow procedures outlined by the Halton Catholic Athletic Association (HCAA) Constitution, Golden Horseshoe Athletic Conference (GHAC) Constitution, and Ontario Federation of School Athletic Associations (OFSAA) Constitution.
- Elementary school athletics follow procedures outlined in the Elementary Interschool Athletics Handbook: School Administrators and Coaches Information & Checklist.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
Chair of the Board



## Regular Board Meeting

## Action Report

Policy II-33 Safe Arrival at School Program	Item 8.8
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

To approve *Policy II-33 Safe Arrival at School Program* as presented.

### Background Information

Policy II-33 Safe Arrival at School Program was reviewed as part of the regular Policy review cycle. Minor changes have been made to the policy to include relevant References for consistency and adding clarifying language to Principles and Requirements.

### Conclusion

*Policy II-33 Safe Arrival at School Program* was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

The following recommendation is presented for the consideration of the Board:

<b>Resolution#:</b>	Moved by:
	Seconded by:
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-33 Safe Arrival at School Program</i> , be approved.	

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Safe Arrival at School Program</b>	
<b>Adopted:</b> June 15, 1999	<b>Last Reviewed/Revised:</b> May 18, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-18 Safe Arrival at School Program</a> <a href="#">VI-39 Inclement Weather Safety</a> <a href="#">VI-47 Inclement Weather - Transportation Cancellations and Emergency School Closures</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a> <a href="#">VI-58 Parent Notification System</a>	

## Purpose

To promote the safety of pupils, the Halton Catholic District School Board shall maintain and review a Safe Arrival at School Program for pupils enrolled in its schools.

## Application and Scope

This policy applies to parents, pupils and schools under the jurisdiction of the Halton Catholic District School Board.

## References

[Age of Majority Act](#)

[Education Act](#)

[PPM 123](#)

## Principles

- Parents/guardians are responsible for their children's safety. Safe-Arrival programs are a mechanism that parents/guardians, students who are 18 years of age or older (adult students), or students (16 or 17) who have withdrawn from parental control, and schools can use to account for any pupil's unexplained failure to arrive at school.
- The Halton Catholic District School Board recognizes that pupil safety is a shared

responsibility involving the home, the school and other community agencies.

- The Halton Catholic District School Board is committed to providing a Safe Arrival at School Program which responds to the needs of the school community.
- The Halton Catholic District School Board recognizes that the Safe Arrival at School Program complements other school and community safety programs.

## Requirements

- Each school shall have practices in place to address the status of any pupil's unexplained failure to arrive at school.
- The practices should address normal recurring circumstances as well as unusual events and conditions (e.g. inclement weather or bus cancellations).
- Review of the Safe Arrival at School Program for Schools will be undertaken in consultation with Catholic School Councils in alignment with *Administrative Procedure VI-18*.
- The Safe Arrival at School Program will be conducted in conjunction with the daily school attendance procedures.
- Parents/guardians, adult students, or students who have withdrawn from parental control, are responsible for communicating pupil absences or lateness to the school prior to the start of and/or throughout the school day, unless the parent/guardian, adult student, or student withdrawn from parental control, informs the school of a prolonged absence.
- Parents/guardians, adult students, or students who have withdrawn from parental control, are responsible for providing the school with complete and current emergency contact information to enable the school to make any necessary follow-up contacts.
- Information about the scope and practices of each school's Safe Arrival at School Program and about the roles and responsibilities of all stakeholders should be clearly identified and shall be communicated by the principal to the school community and reviewed in consultation with the Catholic School Council.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
Chair of the Board

## Regular Board Meeting

## Action Report

II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students	Item 8.9
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priorities of:

**Achieving:** Meeting the needs of all learners

**Believing:** Celebrating our Catholic faith & aspiring to be models of Christ

**Belonging:** Embracing relationships & sustaining safe, welcoming schools

### Purpose

To approve *Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students* as presented.

### Background Information

Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students was reviewed as part of the regular Policy review cycle.

- Changes have been made to the policy to update and align language with relevant Ministry documents
- Minor changes have been made to update the Purpose, Application & Scope and References
- Principles were updated to include the Halton Catholic Board perspective
- Requirements integrate language that is consistent and aligns with Ministry directives
- Minor changes have been made to improve readability

### Conclusion

*Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students* was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.



## Recommendation

The following recommendation is presented for the consideration of the Board:

**Resolution#:**

Moved by:

Seconded by:

**Resolved**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Métis & Inuit Students*, be approved.

Report Submitted and Approved by:

N. Guzzo

Chair of the Policy Committee Meeting

<b>Voluntary, Confidential Self-Identification of First Nation, Métis and Inuit Students</b>	
<b>Adopted:</b> April 6, 2010	<b>Last Reviewed/Revised:</b> May 18, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-02 Records and Information Management</a> <a href="#">I-07 Protection of Privacy</a> <a href="#">II-45 Equity and Inclusive Education</a> <a href="#">VI-54 Equity and Inclusive Education</a>	

## Purpose

To develop effective self-identification policies that ensure First Nation, Métis, and Inuit students receive the highest possible quality of education; that all Halton Catholic District School Board (HCDSB) students will develop knowledge, critical literacy, understanding of contemporary and traditional First Nation, Metis, and Inuit traditions, cultures and perspectives, and the important contributions of First Nation, Métis, and Inuit communities to Ontario's cultural, economic and social future.

To realize the learning aspirations and potential of First Nation, Métis and Inuit students through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with First Nation, Métis and Inuit communities. Continued data collection and analysis will support future decision making surrounding First Nation, Métis and Inuit student success.

## Application and Scope

This policy applies to any student of First Nation, Metis or Inuit ancestry attending schools in the Board. A student who is 18 years of age or older, or a student (16 or 17) who has withdrawn from parental control, has the right to self-identity. For students under 18 years of age, a parent or guardian will self-identify on their behalf.

The responsibility for implementation of this policy applies to the HCDSB's senior administration and school administrators.

## References

[Building Bridges to Success for First Nation, Metis and Inuit Students, Ministry of Education, 2007](#)

[Canadian Charter of Rights and Freedoms](#)

[The Constitution Act, 1982](#)

[Education Act](#)

[The Journey Together Ontario's Commitment to Reconciliation with Indigenous Peoples](#)

[Municipal Freedom of Information and Protection Privacy Act \(MFIPPA\)](#)

[Ontario First Nation, Métis, and Inuit Education Policy Framework: Implementation Plan 2014](#)

[Ontario First Nation, Metis, and Inuit Education Policy Framework, Ministry of Education, 2007](#)

[Ontario Human Rights Code](#)

[Ontario Human Rights Commission: Policy on preventing discrimination based on creed \(2015\)](#)

[Truth and Reconciliation Commission of Canada: Calls to Action \(2015\)](#)

## Definitions

**First Nation:** A term that came into common usage in the 1970s to replace the word “Indian”, which many found offensive. The term “First Nation” has been adopted to replace the word “band” in the names of communities.

**Indigenous peoples:** The descendants of the original inhabitants of North America. Section 35(2) of the Constitution Act, 1982, states: “In this Act, ‘Aboriginal peoples of Canada’ includes the Indian, Inuit, and Métis peoples of Canada.” These separate groups have unique heritages, languages, cultural practices, and spiritual beliefs. Their common link is their indigenous ancestry.

**Inuit:** Indigenous people in northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec, and Labrador. Ontario has a very small Inuit population. The Inuit are not covered by the Indian Act.

**Métis people:** People of mixed First Nation and European ancestry. The Métis history and culture draws on diverse ancestral origins, such as Scottish, Irish, French, Anishinaabe, and Cree.

## Principles

- The Halton Catholic District School Board (HCDSB) recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, it is the policy of the HCDSB to provide in all its operations an educational environment which supports and fosters diversity, equity and inclusion within its Catholic community.
- The Halton Catholic District School Board is committed to providing a positive and inclusive Catholic learning environment which enhances the dignity and achievement of all members of its educational community. The HCDSB understands that accurate and reliable data is needed to ensure First Nation, Métis and Inuit students reach their full potential.

- **Excellence and Accountability**

The Halton Catholic District School Board believes quality education is essential for the continuing development of both Indigenous and non-Indigenous communities. The academic achievement of every First Nation, Métis, and Inuit student is supported through the delivery of quality education. The HCDSB provides support and resources for First Nation, Métis, and Inuit students.

- **Equity and Respect for Diversity**

The Halton Catholic District School Board creates and nurtures an academic environment for every First Nation, Métis, and Inuit student that promotes the development of a positive personal and cultural identity, as well as, a sense of belonging to both Indigenous and wider communities.

The Halton Catholic District School Board creates and supports an academic environment that fosters First Nation, Métis, and Inuit languages and cultures. It acknowledges the diversity found in First Nation, Métis, and Inuit communities and endorses learning about First Nation, Métis, and Inuit cultures, histories, and perspectives in a Catholic education system.

- **Inclusiveness, Cooperation, and Shared Responsibility**

The Halton Catholic District School Board recognizes that cooperation among governments, ministries, educational institutions (including the Ontario College of Teachers and faculties of education), and First Nation, Métis, and Inuit families, communities, and organizations is essential for the implementation of education programs and services designed for First Nation, Métis, and Inuit students, regardless of where they live.'

- **Respect for Constitutional and Treaty Rights**

The Halton Catholic District School Board respects Indigenous and Treaty Rights protected by Section 35 of the Constitution Act, 1982.

## Requirements

1. Engage with local First Nation, Métis and Inuit parents and communities to build understanding of Indigenous student self-identification and to increase the number of students/families that choose to self-identify. Self-identification data will be collected as part of the registration process for all students.
2. Ensure the self-identification process is responsive, transparent and accountable, and focuses on improving services and supports, building on strong partnerships with Indigenous parents and their communities.
3. Collect, analyse and report on data for self-identified Indigenous students to inform targeted strategies for increasing Indigenous student achievement and success. Data collected will be evaluated on an annual basis by school and board improvement learning teams to inform culturally relevant and responsive student programming.
4. Adhere to the collection, use, sharing and secure storage of data in accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). The HCDSB may make informed decisions regarding student achievement initiatives and supports. Data collected may be confidentially shared as required through the Ontario Student Information System (OnSIS) with the Ministry of Education and the Education Quality and Accountability Office (EQAO) for the purposes of funding and student achievement.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

## Regular Board Meeting

## Action Report

II-45 Equity and Inclusive Education	Item 8.10
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priorities of:

**Achieving:** Meeting the needs of all learners

**Believing:** Celebrating our Catholic faith & aspiring to be models of Christ

**Belonging:** Embracing relationships & sustaining safe, welcoming schools

### Purpose

To approve *Policy II-45 Equity and Inclusive Education* as presented.

### Background Information

At the April 13, 2021 Policy Committee meeting, Trustees reviewed stakeholder feedback. There were no changes made and the policy was approved.

### Conclusion

*Policy II-45 Equity and Inclusive Education* was presented at the Policy Committee Meeting on April 13, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

The following recommendation is presented for the consideration of the Board:

<b>Resolution#:</b>	Moved by:
	Seconded by:
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-45 Equity and Inclusive Education</i> , be approved.	

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Equity and Inclusive Education</b>	
<b>Adopted:</b> January 18, 2011	<b>Last Reviewed/Revised:</b> May 18, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-54 Equity and Inclusive Education</a> <a href="#">VI-60 Student Groups in Catholic Schools</a> <a href="#">I-43 Use of Technology and Digital Citizenship</a> <a href="#">VI-62 Use of Technology and Digital Citizenship</a> <a href="#">II-34 Participation in Programs and Courses of Study in Catholic Religious Education</a> <a href="#">II-39 Progressive Discipline and Safety in Schools Code of conduct – Suspensions and Expulsions</a> <a href="#">VI-44 Progressive Discipline and Safety in Schools</a> <a href="#">II-40 Bullying Prevention and Intervention</a> <a href="#">II-43 Voluntary Confidential Self-Identification of First Nation Metis and Inuit Students</a> <a href="#">V-01 Use of School Grounds and Community Use of School Facilities</a> <a href="#">VI-64 Community Use of School Facilities</a> <a href="#">V-03 Photography, Advertising and Sales Representatives</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a>	

## Purpose

The Halton Catholic District School Board (HCDSB) recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, it is the policy of HCDSB to provide in all its operations an educational environment which supports and fosters diversity, equity, and inclusion within its Catholic community.

HCDSB recognizes that any form of discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code. HCDSB recognizes that the school system gives pre-eminence to the tenets of the Catholic faith, consistent with the protection afforded in the Ontario *Human Rights Code*, the *Constitution Act, 1982* and confirmed in the *Canadian Charter of Rights and Freedoms*.

HCDSB and its staff are committed to the elimination of systemic barriers as outlined in Ontario's Education Equity Action Plan (2017) and the Ontario Ministry of Education (the "Ministry"), and Accepting Schools Act in a manner which is consistent with the exercise of HCDSB's denominational

rights under section 93 of the *Constitution Act, 1982* and as recognized at section 19 of the Ontario *Human Rights Code*.

## Application and Scope

The Equity and Inclusive Education Policy applies to all students, staff, volunteers and stakeholders of HCDSB.

*Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*, Ontario's Equity and Inclusive Education Strategy and Policy/Program Memorandum No. 119 (2013) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" identifies eight areas of focus for implementing equity and inclusive education. Ontario's Education Equity Action Plan (2017) builds on previous strategies to articulate the following priority action areas for boards: School and Classroom Practices, Leadership, Governance and Human Resources and Data Collection, Integration and Reporting. Accepting School Act legislated elements of the Equity and Inclusive strategy and added to previous legislation regarding creating positive school climates that prevent bullying and associated disciplinary and supports protocols.

In accordance with the above policy documents, applicable legislation that outlines the denominational rights of the Catholic school system and with adherence to the *Guiding Principles of the Equity and Inclusive Education Strategy*, and consistent with the Human Rights Code, each area of focus will be introduced and anchored by a preamble and HCDSB's commitment. This will serve to guide the actions of HCDSB and its schools, in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting.

## References

[Education Act](#)

[Constitution Act, 1982: Canadian Charter of Rights and Freedoms](#)

[Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy \(2009\)](#)

[Ontario's Equity and Inclusive Education Strategy, 2009 – Reflective Tool](#)

[PPM 119 \(2013\) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"](#)

[Ontario's Education Equity Action Plan \(2017\)](#)

[Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation \(2014\)](#)

[Bill 13, Accepting Schools Act \(2012\) Subsection 169.1](#)

[Ontario Human Rights Code](#)

[Ontario Human Rights Code: Gender Identity and Gender Expression](#)

[Anti-Racism Act 2017](#)

[Ministry Policy/Program Memorandum No. 108](#)

[Canadian Conference of Catholic Bishops: Discovering the Unity of Life and Love: A reflection on the Foundations for a Theology of Human Love](#)

[Nostrae Aetate](#)

## Definitions

**Creed** - is interpreted as “religious creed” or “religion”. It is defined as a professed system and confession of faith, including both beliefs and observances of worship. Creed refers to the beliefs and practices that are sincerely held and/or observed. (Ontario Human Rights Commission’s Policy on Creed and the Accommodation of Religious Observances)

**Denominational Rights** - public funding of Ontario's Roman Catholic school system was agreed to at the time of Confederation and was part of the Constitution Act, 1867, Section 93. (Ontario’s Ministry of Education).

**Diversity** - the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status. (Equity and Inclusive Education in Ontario Schools, 2014)

**Equity** - a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences. (Equity and Inclusive Education in Ontario Schools, 2014)

**Inclusive Education** - education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected. (Ontario’s Equity and Inclusive Education Strategy, 2009)

**Ontario Human Rights Code** - the Code prohibits actions that discriminate against people based on a protected ground in a protected social area. Some of the protected grounds include ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, family status, marital status, gender identity, gender expression, sex and sexual orientation. (Ontario Human Rights Commission, 2018)

**Religious Accommodation** - is a duty corresponding to the right to be free from discrimination. The Code refers to the obligation to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith (Ontario Human Rights Commission’s Policy on Creed and the Accommodation of Religious Observances)

**Stakeholder** - any individual or group who can affect or is affected by decisions made by HCDSB.

**Systemic Barriers** institutional and instructional practices that negatively impact the achievement and well-being of students and lead to inequitable outcomes. Systemic barriers are caused by embedded biases in policies, practices and processes, and may result in differential treatment. (Ontario's Equity Action Plan, 2017)

## Principles

In accordance with the Church's teachings and Ontario's Equity and Inclusive Education Strategy, the following principles of equity and inclusive education will be upheld in all Halton Catholic District Board operations. Equity and inclusion:

- is a foundation of excellence;
- meets individual needs;
- identifies and eliminates barriers;
- promotes a sense of belonging and acceptance
- involves the broad community;
- builds on and enhances previous and existing initiatives;
- is demonstrated throughout the system.

### 1. Board Policies, Programs, Procedures and Practices:

#### **Preamble:**

HCDSB recognizes the importance of anti-racism and anti-harassment policies in promoting and maintaining a Catholic educational and working environment which upholds human rights, equity and inclusion.

HCDSB will ensure that its policy review cycle will result in the alignment and integration of *The Strategy* and Accepting Schools Act with all HCDSB policies, programs, procedures, and practices. The perspectives of the entire diverse Catholic school community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented peoples within the context of the denominational rights of Catholic school boards. In addition, HCDSB will embed positive principles of Equity and Inclusion in all of its policies and procedures.

**Our Commitment:**

HCDSB is committed to serving staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures, and practices that are consistent with Catholic denominational rights.

**2. Shared and Committed Leadership:****Preamble:**

HCDSB subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders in our Catholic community to join together to implement institutional practices and behaviours that foster equity and inclusion.

HCDSB recognizes the critical role of all leaders including Trustees, Superintendents, Principals, Teachers, Designated Early Childhood Educators, Child and Youth Counsellors, Social Workers, in fostering inclusive, safe and welcoming learning environments and upholding human rights

HCDSB is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination.

HCDSB recognizes the critical connection between student leadership and improved student achievement and will strive to include student voice in all aspects of the implementation of equity and inclusive education.

In accordance with the Ministry's Ontario Leadership Strategy, effective Board and school leaders will encourage and promote a collaborative approach to all dimensions of equity and inclusive education, which ensures the participation of students, parents, unions, colleges and universities, service organizations and other community partners.

HCDSB recognizes that having a diverse teaching workforce is vital to serve the needs of all students and communities within the board. Inequitable representation of historically disadvantaged groups in the workforce can lead to inequities in the educational experience and outcomes for excluded or marginalized students.

**Our Commitment:**

HCDSB is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.

**3. School Community Relationships:****Preamble:**

HCDSB recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the entire Catholic school community. HCDSB further recognizes the importance of engaging specialized expertise in developing and implementing its equity and inclusive education policy.

HCDSB will seek collaboration with and active engagement from students, parents/guardians, staff, and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.

HCDSB acknowledges the importance of increasing parent engagement in equity and inclusive education with a focus on reaching out to parents/guardians who may be disengaged from the education system. HCDSB will identify, examine, and remove any barriers that exist, preventing full participatory school-community relations including obstacles associated with any systemic discrimination.

**Our Commitment:**

HCDSB is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and employees are recognized. These practices will include surveying the parents/guardians, students, and staff at least once every two (2) years to monitor and evaluate the effectiveness of the related Equity and Inclusion programs and policies.

**4. Inclusive Curriculum and Assessment Practices:****Preamble:**

Both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and to affirm the life experiences of all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.

Effective evaluation includes researched best practices that truly reflect the current level of achievement of the student. Multiple opportunities for assessment allow for student learning and accuracy of assessment and instruction.

Students must be represented in the curriculum and heard in the assessment and evaluation. Students' voice is fundamental in the planning for instruction and the accuracy of assessment.

HCDSB recognizes that strengthening inclusive and culturally responsive and relevant teaching, curriculum, assessment, and resources is essential to promoting student achievement and wellbeing and commits to advance culturally responsive and relevant pedagogy.

HCDSB is committed to ensuring that all students achieve their potential and are supported in choosing appropriate pathways that meet their aspirations.

**Our Commitment:**

HCDSB is committed to implementing an inclusive curriculum based on Catholic values and to reviewing resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.

## 5. Religious Accommodation:

### Preamble:

Committed to the mission of the Church, HCDSB provides a learning and working environment in which all individuals are treated with respect and dignity regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability, in accordance with the Ontario *Human Rights Code* and Ministry Policy/Program Memorandum No. 108.

Within the framework of gospel values, traditions, and HCDSB's denominational rights, in recognition of this diversity, HCDSB will take reasonable steps to provide reasonable accommodation for students' and staffs' religious beliefs and practices, while also protecting its denominational rights. (See Religious Accommodation Appendix "A" and "B" attached)

### Our Commitment:

HCDSB is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system.

## 6. School Climate and the Prevention of Discrimination and Harassment:

### Preamble:

HCDSB recognizes that a safe and welcoming environment is most conducive to learning. HCDSB will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour. HCDSB acknowledges that a Christ-centered, positive school climate is one where all members of the school community feel safe, welcomed, and accepted. The principles of equity and inclusive education support positive student behaviour.

The principles of equity and inclusion are consistent with Catholic doctrine and must be considered and applied in employing progressive disciplinary measures, particularly when it is necessary to take into account mitigating and other factors (Policy II-40 Bullying Prevention and Intervention, Policy II-39 Progressive Discipline and Promoting Positive Student Behaviour and Administrative Procedure VI-44 Progressive Discipline for the operating policies that direct preventing and handling situations of bullying, discrimination and harassment).

HCDSB is committed to providing an educational environment that is respectful of the human rights of staff, students and families. HCDSB recognizes the need for building a culture of respect for human rights by establishing and reviewing human rights policies and procedures, consistent with the Ontario Human Rights Code and consistent with the exercise of HCDSB's denominational rights as outlined in section 93 of the Constitution Act, 1982.

HCDSB recognizes the need for regular, ongoing training and accessible information on human rights, indigeneity, anti-racism, anti-Black racism, and anti-oppression for staff and students to identify and eliminate systemic barriers and uphold a safe, inclusive and welcoming environment for all stakeholders.

**Our Commitment:**

HCDSB is committed to the principle that every person within the school community is entitled to a respectful, positive and Christ-centred school climate and learning environment, free from all forms of discrimination and harassment.

**7. Professional Learning:****Preamble:**

The staff of HCDSB is its most important asset and is the vehicle by which Catholicity and equity are taught in the classroom and throughout the system. HCDSB, therefore, recognizes the importance of ongoing professional learning to create a foundation for Catholic values, ecclesial and cultural identity, human rights education and effective teaching practices that promote equity and inclusion.

Professional learning increases the knowledge and skills that teachers bring to the craft and science of teaching, and, thus, engages the student with increasing complexity and precision teaching. Perpetual professional learning is the groundwork for positive changes in our schools. Professional learning must include knowledge creation and knowledge sharing (Earl and Katz, 2005) to ensure that all voices are represented and that we recognize that there is no essential knowledge but rather a continued quest towards deeper representation of all with our knowledge base.

Distributed, deep and sustained changes in practice and structures in school are key elements of professional learning and have impact on student learning, engagement and success in a knowledge society (Earl and Katz, 2005). Professional Learning works to engage all learners and strives for student success and includes the following:

- a) Changes in thinking and practices of teachers
- b) Collaborative inquiry at various levels within the school
- c) Pursuit of innovation (Katz, Earl and Jaafar, 2009)

**Our Commitment:**

HCDSB is committed to providing the school community, including students, with ongoing opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*, and strategies for promoting positive school climates.

**8. Accountability and Transparency****Preamble:**

HCDSB acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, HCDSB, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in

the areas of policy review, school improvement planning and the implementation of *The Strategy*. In accordance with Accepting School Act, HCDSB will survey parents, staff and students once every two (2) years to assess the effectiveness of the related equity and inclusion policies, procedures and programs.

**Our Commitment:**

HCDSB is committed to assessing and monitoring its progress in implementing *The Strategy*; to embedding the principles of Equity and Inclusive Education into all Board policies, programs, guidelines and practices; and to communicating these results to the community.

The Director of Education will develop procedures required to implement this policy and provide an annual report to the Board of Trustees on the efficacy of the related policies, procedures and programs. Board multi-year plans will include the goals set out in Accepting Schools Act around positive school climate and bullying prevention as it relates to Equity and inclusion along with supports for students and awareness opportunities for parents.

**Data Collection, Integration and Reporting**

HCDSB supports the need for collecting and analyzing voluntary student demographic data and perceptual data to address barriers to student success.

As mandated by the Anti-Racism Act 2017, HCDSB commits to student demographic data collection to identify and eliminate disproportionalities and disparities in student achievement and wellbeing (e.g. graduation, suspensions and expulsions, program enrolment).

HCDSB recognizes that collection and analysis of staff demographic data at all levels along with identification and removal of systemic barriers consistent with HCDSB's denominational rights, is required for equitable recruitment, hiring, promotion and professional development strategies. Enhanced data collection and outcome measurement support evidence-based decision making.

All data collection, research, surveys and census will be developed, collected and disseminated using an equity and inclusion lens – to ensure participation and representation of individuals from diverse communities.

## Requirements

Information and Instruction with Respect to Equity and Inclusive Education Policy:

HCDSB will provide staff with information and instruction that is appropriate for the employee on the contents of the policy.

## Responsibility

The Director of Education holds primary responsibility for overseeing and implementing this policy.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

## Religious Accommodation Guideline

### Appendix “A”

#### MISSION STATEMENT

The Halton Catholic District School Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviours based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system. Such accommodations will be provided to staff, students and their families.

#### INTRODUCTION

The Halton Catholic District School Board (the Board) believes in the dignity of all people and their equality as children of God. The Board recognizes the importance of freedom of religion and strives to recognize value and honour the many customs, traditions and beliefs that make up the Catholic community.

Freedom of religion is an individual right and a collective responsibility. The Board commits to work with the community it serves to foster an inclusive learning environment that promotes acceptance and protects individuals from discrimination and harassment on the basis of their religion.

In accordance with the Catholic Church's teachings, it is the policy of the Board to provide, in all its operations, an educational environment which promotes and supports diversity within its Catholic community as well as the equal attainment of life opportunities for all students, staff, parents and other members of that community.

#### I. Legislative and Policy Context

All school boards exist within a broader context of law and public policy that protect and defend human rights. At the Board, a number of policy statements have been developed that reinforce both federal and provincial legislation, and also help ensure that the freedoms they set out are protected within the school system.

The *Canadian Charter of Rights and Freedoms* (Section 15) guarantees freedom of religion. The *Ontario Human Rights Code* (The Code) protects an individual's freedom from discriminatory or harassing behaviours based on religion. Consistent with this legislation is The *Education Act*, its Regulations and policies governing Equity and Inclusion in Schools:

PPM No 108, “Opening or Closing Exercises in Public Elementary and Secondary Schools”,

R.R.O. 1990, Regulation 298, “Operation of School-General” s. 27-29, under the heading “Religion in Schools”

PPM No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”.

The Board and its staff are committed to the elimination of discrimination as outlined in this Federal and Provincial legislation in a manner which is consistent with the exercise of its denominational rights under section 93 of the *Constitution Act, 1982* and as recognized in section 19 of the *Ontario Human Rights Code* (“the Code”).

The Board recognizes, and is committed to, the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion through its human rights policy, equity and inclusive education policy, the safe schools policy and curriculum documents. All of these will be informed by, and interpreted in accordance with, the principles of the Code.

This Policy reflects the Board's fidelity to Canadian law protecting freedom of religion in accordance with the Catholic Church's teachings.

## **II. Definitions**

### **1. Accommodation:**

The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances defines "accommodation" as a duty corresponding to the right to be free from discrimination.

The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate." The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.

(Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 5)

The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Code provides that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

### **2. Creed:**

Creed is interpreted by the Ontario Human Rights Commission's 1996 Policy on Creed and the Accommodation of Religious Observances as "religious creed" or "religion." It is defined as a professed system and confession of faith, including both beliefs and observances of worship.

The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

Creed does not include secular, moral, or ethical beliefs or political convictions. This policy does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that purport to have a religious basis, but which contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 2).

### **3. Undue Hardship:**

Accommodation will be provided to the point of undue hardship, as defined by the OHRC (for example in the *Policy and Guidelines on Disability and the Duty to Accommodate*). A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence. For more information about the evidence needed to prove undue hardship, see *Human Rights at Work*, p. 133-134 and accompanying Appendix E.

A determination that an accommodation will create undue hardship carries with it significant liability for the Board. It should be made only with the approval of the appropriate Supervisory Officer or where appropriate the Board of Trustees.

Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. The accommodation seeker shall be informed of his or her recourse under the Board's Equity and Inclusive Education Policy and Anti-Discrimination Policy and Procedure, and under the Ontario *Human Rights Code*.

Where a determination has been made that an accommodation would cause undue hardship, the Board will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.

### **III. Accommodation Guidelines**

The purpose of this guideline is to ensure that all Board staff, students, parents and other members of the school community are aware of their rights and responsibilities under the *Code* with respect to religious accommodation. It also sets out the Board's procedures for accommodation and the responsibilities of each of the parties to the accommodation process. In accordance with the Equity Strategy, the *Code* and OHRC's *Guidelines on Developing Human Rights Policies and Procedures*, it is intended that the accommodation process, as well as the accommodation itself, be effective and respectful of the dignity of accommodation seekers.

The Board is committed to providing an environment that is inclusive and that is free of barriers based on creed (religion). Accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

#### **1. Accommodation Based on Request:**

The Board will take all reasonable steps to provide accommodation to individual members of a religious group to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.

The Board will base its decision to accommodate by applying the *Code*'s criteria of undue hardship, the Board's ability to fulfill its duties under Board policies and the Education Act

When concerns related to beliefs and practices arise in schools, collaboration among school, student, family, and religious community is needed in order to develop appropriate accommodation. It is the role of the Board and its staff to ensure equity and respect for the diverse religious beliefs and practices of students and their families and other staff in the school system. However, school administrators should not be placed in the position of monitoring a child's compliance with a religious obligation, and enforcing such practices, e.g. wearing a head covering is not the responsibility of the school or the Board.

#### **2. General Procedures for Religious Accommodation:**

##### **a. Staff**

The person requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If September notice is not feasible, the person should make the request as early as possible.

The absence of employees due to religious observances should be granted as determined by this policy and the appropriate collective agreement.

## **b. Students**

Students must present verbal or written notice from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school. This notice should be made enough in advance (preferably at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes the religious observances into consideration.

Student handbooks and parent newsletters should include information about the procedure to follow to request an accommodation for religious observances and/or holy days. Such procedures shall be easy for staff, students and parents to understand.

## **3. Unresolved Requests:**

Despite the Board's commitment to accommodate, an individual may feel that discrimination based on religion has occurred. The Board will take reasonable and timely steps to address the unresolved issues raised by the affected person which could include dispute resolution mechanism.

## **4. Areas of Accommodation:**

For many students and staff of the Board, there are a number of areas where the practice of their religion will result in a request for accommodation on the part of the school and/or the Board. These areas include, but are not limited to the following:

- i. School opening and closing exercises;
- ii. Leave of Absence for Religious Holy Days;
- iii. Prayer;
- iv. Dietary requirements;
- v. Fasting;
- vi. Religious dress;
- vii. Modesty requirements in physical education; and
- viii. Participation in daily activities and curriculum.

## **IV. General Guidelines and Procedures**

This policy will consider each (of the above stated) area of accommodation in turn.

### **1. School Opening and Closing Ceremonies:**

Pursuant to the Ontario Ministry of Education Policy/Program Memorandum No. 108 ("Memorandum No. 108"), if a student or parent/guardian objects to all or part of the opening or closing exercises due to religious beliefs, the student will be exempted and given the option not to participate and to remain in class or in an agreed upon location through the duration of the exercise.

### **Memorandum No. 108 states the following:**

1. All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.
2. The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.

3. Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:
  - a. One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
  - b. A period of silence.
4. Parents who object to part or all of the exercises may apply to the Principal to have their children exempted. Students who are adults may also exercise such a right.

These requirements will be interpreted in accordance with the Code and the Board will consider other requests for accommodation as may be made.

## 2. Absence for Religious Holy Days:

The Board affirms and values the faith diversity in our Catholic secondary schools. Section 21(2) (g) of the Education Act provides that a person is excused from school attendance in observance of a “holy day by the Church or religious denomination to which he/she belongs.”

All staff and students who observe religious holidays in accordance with section 21(2) (g) of the Education Act may be excused from attendance, subject to the particular request for religious leave process.

The Board will encourage members of diverse groups to identify their religious holy days at the beginning of each school year. The Board will make reasonable efforts to acknowledge the different observances of their Catholic community when planning programs and events, such as Board-wide tests and examinations. To the extent possible, conferences, meetings, workshops, co-curricular activities and exams/tests, will not be scheduled on these significant faith days:

<b>(Examples of) Significant Holy Days:</b>	
<b><i>Baha'i</i></b>	Ridvan
<b><i>Buddhist</i></b>	Lunar New Year/Chinese
<b><i>Western Christian</i></b>	Good Friday
<b><i>Eastern Christian</i></b>	Christmas Holy Friday
<b><i>Hindu</i></b>	Diwali
<b><i>Jewish</i></b>	Rosh Hashanah (2 days) Yom Kippur Passover (first day)
<b><i>Muslim</i></b>	Eid-ul-Fitr Eid-ul-Adha
<b><i>Sikh</i></b>	Baisakhi

(A multi-faith calendar will help schools make appropriate accommodations.)

### Guidelines for Administrators:

All staff and students who request to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.

Staff requesting a leave should advise the school administration at, or as close as possible to, the beginning of the school year and leave should be granted in accordance with the terms of the appropriate collective agreement.

Students requesting a leave should give verbal or written notice from their parent/guardian to the school at, or as close as possible to, the beginning of the school year. Such procedures should be easy to understand and follow.

Student agendas, school newsletters and announcements should include information about the procedures for requesting leaves.

All staff members acting on behalf of/representing the Board on other organizations, which in partnership with the Board are planning events or activities that involve students and/or staff of Board schools, have the responsibility to bring this procedure to the attention of these organizations.

For consultation or further clarification of questions, administrators and managers should contact the Board's Equity Officer.

#### **Unresolved Requests:**

a. Employee

In the event that, after an employee's consultation with the Superintendent of Education, unresolved issues remain, then the matter will be referred to the Executive Officer of Human Resources Services.

b. Students

In the event that a student maintains that his or her rights under the Board's religious accommodation policy have been compromised, then the matter will be referred to the appropriate Superintendent of Education.

### **3. Prayer:**

The Board recognizes the significance of prayer in religious practice. Board schools will make reasonable efforts to accommodate individuals' requirement for daily prayer by providing an appropriate location within the building for students and staff to participate in prayer. This may mean a quiet space in the library, an empty room, or wherever it is mutually satisfactory for the school and the student or staff member requesting the accommodation. Adult presence should be for supervision purposes only.

### **4. Dietary Restrictions:**

The Board is sensitive to the different dietary restrictions of various religious groups. Such sensitivity includes attending to issues related to the menus provided by catering companies, snacks in elementary schools, and food provided within schools, at school-sponsored activities and community events.

Breakfast and lunch programs in both secondary and elementary schools will consider relevant dietary restrictions in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design.

Special attention needs to be given to overnight outdoor education activities, as well as field trips that extend over a mealtime period.

## **5. Fasting:**

The Board is sensitive to religious periods of fasting. Board schools will endeavour to provide appropriate space, other than cafeterias or lunchrooms, for individuals who are fasting in religious observance. The Board recognizes that students who are fasting may need exemptions from certain physical education classes and Board schools should make reasonable efforts to provide appropriate accommodations.

## **6. Religious Dress:**

“Dress Code” is the appropriate dress policy established by a school, and may include a school uniform.

The Board recognizes that there are certain religious communities that require specific items of ceremonial dress. The Board understands that some religious attire, which is a requirement of religious observance, may not conform to a school’s Dress Code. Board schools will reasonably accommodate students with regard to religious attire. Religious attire is not cultural dress; it is a requirement of religious observation.

Religious attire that should be reasonably accommodated in Board schools includes, but is not limited to:

- Head covers: Yarmulkes, turbans, Rastafarian headdress, hijabs
- Crucifixes, Stars of David, etc.
- Items of ceremonial dress

Where uniforms are worn, administrators may ask the student to wear religious attire in the same colour as the uniform (e.g. the head scarves for females); however, there may be religious requirements of colour that cannot be modified.

Special attention must be given to accommodations necessary for a student to participate in physical education and school organized sports. Where possible, these should be incorporated into Board policies as part of an inclusive design process.

The Board seeks to foster an atmosphere of cultural understanding in order to be proactive in addressing potential harassment about religious attire. Schools should be aware that harassment about religious attire is one of the most common types of harassment and bullying. The Board and its schools will not tolerate any teasing directed at, or inappropriate actions taken against, an individual’s religious attire and there will be appropriate consequences for individuals who violate this rule.

There are religious communities that require specific items of ceremonial dress which may be commonly perceived as contravening Board policies, for example the use of the Kirpan by Khalsa Sikh students. For specific guidelines on the accommodation of Khalsa Sikh students wishing to carry a Kirpan, please see Appendix “B”.

## **7. Modesty Requirements for Dress in Physical Education Classes:**

The Board recognizes that some religious communities observe strict modesty attire in respect of their religion. This can become a matter of concern when students are asked to wear the clothing used in physical education activities. Such policies should be designed inclusively, taking into account common religious needs that may exist.

If a family has concerns that cannot be addressed through inclusive design, the school should discuss the modesty requirements with them, and, taking into consideration the Ministry of Education's mandated expectations in the physical education curriculum, provide reasonable accommodation. The curriculum requirements should be explained to the family so that it has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

## **8. Participation in Daily Activities and Curriculum:**

The Board will seek to reasonably accommodate students where there is a demonstrated conflict between a specific class or curriculum and a religious requirement or observance. Where academic accommodation is requested, the school should have an informed discussion with the student's parents/guardians to understand the nature and extent of the conflict.

The school should make it clear during the discussion that its role is to protect students and staff from harassment and discrimination because of their religion and cultural practices. Where these conflict with the school routines, activities or curriculum, the school should consider accommodation. It cannot, however, accommodate religious values and beliefs that clearly conflict with mandated Ministry of Education and Board policies.

It is important to note that when an individual requests an accommodation related to the curriculum, the accommodation applies to the individual in question and not to the whole class or to classroom practices in general.

The Ministry of Education recommends substitutions when there are exemptions requested related to specific curriculum (Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements).

In general, the Board recommends an informed, common-sense approach to questions of religion and curriculum. Hopefully, these questions can be solved by an open discussion between the teacher, the student and his/her family.

## **V. Limitations to Religious Accommodation**

1. The Board supports freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the Board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.
2. The Board, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.
3. As for chapels in Catholic schools, they are specifically designed and furnished for prayer and liturgy within the Catholic tradition and are not to be considered multi-faith chapels. Following the general custom of the Church, non-Catholics are welcome to join in prayer services and liturgical celebrations of the Catholic Church community (keeping in mind some restrictions such as sharing in Holy Communion). Such a chapel is open to all people for individual silent prayer or meditation. However, it is not appropriate that non-Catholic liturgies or group prayers be held in this setting.
4. It is therefore recommended:

- i. that school administrators designate another appropriate space or classroom, other than the chapel, for religious celebrations celebrated by other Christian denominations or faith traditions, and
- ii. that Catholic school boards consult with their respective local Ordinary on such accommodations.

**GUIDELINE FOR KIRPAN ACCOMMODATION**

A Kirpan is a ceremonial sword that must be worn by all baptized Khalsa Sikhs. The Board seeks to accommodate Khalsa Sikhs who wear a Kirpan under the following conditions as follows:

- At the beginning of the school year or upon registration, the student and parents/guardians must report to their respective school administration that they are Khalsa Sikhs and wear the five articles of faith, including a Kirpan.

The principal, in consultation with the student and his/her parents/guardians, will develop appropriate accommodations to allow the student to wear the Kirpan while ensuring the safety of others. These may include the following conditions:

- The Kirpan is six inches or less.
- The Kirpan will be sufficiently secured with a stitched flap so it is not easily removed from its sheath.
- The Kirpan will not be worn visibly, but under the wearer’s clothing.
- There is notification in writing to the principal by the parents/guardians and student and, where possible, from the Gurdwara (place of worship), confirming that the student requesting accommodation is a Khalsa Sikh.
- Students under the age of eighteen must be accompanied by parents/guardians when discussing the rules regarding the wearing of a Kirpan.



## Regular Board Meeting

## Action Report

Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel	Item 8.11
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

To approve *Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel* as presented.

### Background Information

The purpose of this policy is to provide a fair, consistent and transparent policy that ensures equal opportunity for all qualified employees and applicants for employment with the Halton Catholic District School Board, in accordance with the Human Rights Code, and where possible by virtue of the availability of qualified candidates, give preferential consideration to qualified Roman Catholic applicants as indicated in the Human Resources Procedures and in accordance with the Human Rights Code, Section 24(1)(a), and the historical right under the Constitution Act, 1982 and the Education Act.

The revocation of Ont. Reg 274 and the introduction of Ministry PPM 165 has necessitated both a review and modifications to the Hiring and Promotion Policy. P. Daly, Director of Education presented a report at the November 10, 2020 Policy Committee meeting wherein he advised of the forthcoming changes to hiring practices as prescribed by the Ministry of Education. School Boards are expected to have their own hiring policies that meet the expectations and are consistent with Policy/Program Memorandum (PPM) No. 165 which became effective March 31, 2021.

The Executive Officer of Human Resources and Human Resources Services Management staff have reviewed the current policy and put forth recommendations.

### Conclusion

*Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel* was presented at the Policy Committee Meeting on May 11, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.



## Recommendation

The following recommendation is presented for the consideration of the Board:

**Resolution#:**

*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that *Policy III-11 Hiring and Promotion Policy, Academic and Non-Academic Personnel*, be approved.

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

Hiring and Promotion Policy, Academic and Non-Academic Personnel	
<b>Adopted:</b> February 14, 1985	<b>Last Reviewed/Revised: May 18, 2021</b>
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">VI-28 Selection and Appointment of Positions of Academic Administrative Responsibilities</a> <a href="#">I-02 Records and Management Information Policy</a> <a href="#">VI-82 Records and Information Management Procedure</a> <a href="#">VI-99 Hiring Practices for Teachers and Occasional Teachers</a>	

## Purpose

To provide a fair, consistent and transparent hiring policy that ensures equal opportunity for all qualified employees and applicants for employment with the Halton Catholic District School Board, in accordance with the Human Rights Code, and where possible by virtue of the availability of qualified candidates, give preferential consideration to qualified Roman Catholic applicants as indicated in the Human Resources Procedures and in accordance with the Human Rights Code, Section 24(1)(a), and the historical right under the Constitution Act, 1982, the Education Act and Policy/Program Memorandum (PPM) 165.

This policy further serves to support the development of a strong and diverse workforce to best serve the needs of students and communities within the Halton Catholic District School Board (HCDSB).

## Application and Scope

This policy applies to all employees and applicants for any position of employment with the Halton Catholic District School Board and is consistent with PPM 165.

## References

[Constitution Act, 1982](#)

[Education Act](#)

[Human Rights Code](#)

[Ontario Regulation 298, Operation of Schools - General](#)

[PPM 165](#)

## Principles

- The Halton Catholic District School Board recognizes that our school community exists to foster and exemplify Catholic values centred on the person of Jesus Christ.
- The Halton Catholic District School Board believes that every person has a right to employment without discrimination. The Halton Catholic District School Board shall promote the hiring of staff from under-represented groups.
- The Halton Catholic District School Board considers witness to our faith as a key premise in recruiting, hiring and promoting teachers or any other employee whose position includes dealing with students in situations involving instruction, counselling, providing guidance or imparting curriculum. The Board will exercise preference to favour committed and practising Catholics in recruiting, hiring and promoting such employees.
- The Halton Catholic District School Board recognizes the interdependent components of qualifications and merit, diversity, equity and Human Rights, employment mobility, fairness and transparency, monitoring and evaluation, and conflict of interest in teacher hiring requirements.
- The Halton Catholic District School Board recognizes that teachers and the quality of their teaching is the single most important factor in the improvement of student achievement.

## Requirements

- This policy will work in conjunction with the provisions of the applicable collective agreements, the Human Rights Code and applicable laws. In the event of a conflict between this policy and the terms within a collective agreement, the collective agreement prevails.
- This policy will maintain due regard for the provision of the best possible program, safety and well-being of students as mandated in Ontario Regulation 298, Operation of Schools – General.
- It is understood that teaching positions and other positions involving interaction with students within the Halton Catholic District School Board, require a significant degree of participation in the religious life of the Catholic school community. This would include participation in liturgical celebrations for students and staff; liaison with pastors and families for sacramental preparation programs and providing staff members with adult faith opportunities.
- The Director of Education is the employee of the elected Board of Trustees, and reports directly to the Board.
- The Board of Trustees through a hiring committee composed of three Trustees; the Secretary/Director; the Executive Officer of Human Resources and a Senior Staff member will perform the function of selecting the candidate for Supervisory Officer and Executive Officer. The final candidate in each hiring situation will be presented to the Board for approval, in camera.
- Trustees of the Halton Catholic District School Board shall entrust the day to day management of the Board to its staff through the Director of Education or designate.

- Criteria and qualifications for positions will be established in a fair and objective manner.  
Recruitment for positions will be done as widely as is appropriate to ensure that all qualified applicants have the opportunity to apply.
- All employees and prospective employees shall have access and opportunity to positions within the Board subject to foregoing principles.
- Promotion will be based on demonstrated ability, skill, knowledge and the expertise required to perform the duties of the position and, in the case of employees assigned to positions involving interaction with students, the spiritual commitment to promote the Catholic education system and its Gospel values. The Board recognizes that the needs and priorities of the system must be the primary criteria for decisions with respect to hiring and promotion.
- Within the context of the denominational rights of Catholic school boards, every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit an individual's candidacy for hiring or promotion.
- The Halton Catholic District School Board will not discriminate in its hiring and promotion practices. A qualified applicant who is related to a current or former employee may be hired upon consideration of potential, apparent and actual conflicts of interest. The following issues will be considered prior to selecting a candidate:
  - That the employee shall not be in a direct supervisory reporting relationship to a relative;
  - That staff who are related to the candidates must disclose such information to the Executive Officer, Human Resources Services;
  - That staff who are related do not partake in interviews or any part of the hiring process;
  - That staff who are involved in the hiring procedures and who have more than a professional relationship with the candidate disclose such information to the Executive Officer, Human Resources Services.
- Applications and documentation of all candidates and employees of the Halton Catholic District School Board will be maintained in a confidential file in the Human Resources Services in accordance with Board *Policy I-02 Records and Management Information Policy*.
- The Director of Education will report to the Board, on an ongoing basis, or as required, on the implementation of this policy.

## Responsibilities

- The Director of Education or designate ensures effective systems are in place for the selection, supervision, development and performance review of all staff.
- The Executive Officer, Human Resources Services shall be responsible for implementing and monitoring this policy and administrative procedures.



APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*



## Regular Board Meeting

## Action Report

Policy I-46 Correspondence to the Board of Trustees	Item 8.12
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

To approve *Policy I-46 Correspondence to the Board of Trustees*, as presented, at first reading.

### Background Information

The purpose of this policy is to provide direction for handling correspondence received by the Board of Trustees and/or the Office of the Director of Education and sets parameters for correspondence to be published in the Board Agenda package.

*Policy I-46 Correspondence to the Board of Trustees* includes definitions related to correspondence, the process for individuals to follow when submitting correspondence to Trustees, the Director of Education and/or staff, criteria for correspondence to be added to a Board Agenda package and dealing with correspondence items during a board meeting.

### Conclusion

*Policy I-46 Correspondence to the Board of Trustees* was presented at the May 11, 2021 Policy Committee Meeting with the recommendation that it be forwarded to the Board of Trustees for approval at first reading. Once approved, *Policy I-46 Correspondence to the Board of Trustees* will be forwarded for stakeholder input and returned to an upcoming Policy Committee meeting for further deliberation.

### Recommendation

The following recommendation is presented for the consideration of the Board:

<b>Resolution#:</b>	Moved by:
	Seconded by:
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy I-46 Correspondence to the Board of Trustees</i> be approved at first reading.	

### Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

Correspondence to the Board of Trustees	
<b>Adopted:</b>	<b>Last Reviewed/Revised:</b> May 18, 2021
<b>Next Scheduled Review:</b>	
<b>Associated Policies &amp; Procedures:</b> <a href="#">HCDSB Procedural Bylaws</a> <a href="#">V-18 Community Engagement and Public Consultation Policy</a> <a href="#">V-09 Public Concerns/Complaints Process</a> <a href="#">Guidelines for Trustee Communications</a> <a href="#">I-06 Delegation to the Board</a> <a href="#">I-36 Trustee Code of Conduct</a>	

## Purpose

To provide a process for handling correspondence addressed to individual Trustees and/or the Board of Trustees.

It further serves to provide direction for handling correspondence received by the office of the Director and sets parameters for the correspondence to be published in the Board Agenda package.

## Application and Scope

This policy applies to parents, guardians, students, ratepayers, organizations or members of the broader Halton community who wish to share correspondence with the Board of Trustees.

- This also applies to correspondence received by the Halton Catholic District School Board (HCDSB) and/or the Director of Education and Secretary of the Board and/or the Chair of the Board that would be of interest to HCDSB stakeholders.
- Correspondence from any organization that requests that their letter be shared with the Board of Trustees and the greater HCDSB community.
- Does not apply to correspondence received related to individual students or staff, or that is of a confidential matter.
- Does not apply to employees or representatives of employee groups who wish to address employment or professional interests.
- Does not apply to correspondence of a promotional nature or intended to solicit the purchase of goods and/or services.

## References

[Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#)

## Definitions

**Correspondence** – communication exchanged by written means (letter or email).

**Stakeholder** – any individual or group who can affect or is affected by decisions made by HCDSB.

**Secretary of the Board** - refers to the Director of Education

## Principles

- The Halton Catholic District School Board (HCDSB) values relationships and partnerships and is committed to providing meaningful feedback mechanisms for all stakeholders in an open and equitable fashion.
- The HCDSB recognizes that individuals or groups affected by a decision of the Board should have the opportunity to present their position or concern to the Board of Trustees.
- The HCDSB believes that effective communication is reciprocal and that all correspondence to individual Trustees or to the Board of Trustees as a whole, shall be addressed.

## Requirements

### I. Correspondence Addressed to Individual Trustees

- Trustees may wish to use Board-issued Trustee letterhead for the purposes of formal written communication with parents, students, staff, and/or constituents.
- Any response to communication prepared by an individual Trustee must only reflect the personal expression of opinion of the individual Trustee and should not speak on behalf of the Board or other Trustees.
- Trustees shall, on all matters, abide by Policy I07, Protection of Privacy, and Policy I-36 Trustee Code of Conduct.
- In accordance with the Municipal Freedom of Information and Protection of Privacy Act, Trustees shall not divulge, either in their written or verbal communications, personal information related to HCDSB's students or staff.

**II. Correspondence Addressed to All Trustees**

- When correspondence is addressed to all Trustees, the Chair of the Board shall respond to the correspondence, providing a copy of the response to the other Trustees.
- For any correspondence regarding any upcoming motions or subject that has not been discussed at the Board table, the Chair will respond in a manner outlining the next date and time of the discussion.

**III. Correspondence Addressed to the Director of Education and/or Staff and Trustees**

- When correspondence is addressed to the Director and/or a member of staff, and copied to one or more Trustees, the Director and/or staff shall respond to the correspondence and provide a copy of the response to each Trustee copied in the correspondence.

**Criteria for Adding Correspondence to a Board Meeting Agenda**

- At the request of the sender, correspondence that is addressed to the Board of Trustees and/or the Director of Education and Secretary of the Board, may be added to the Board Meeting agenda package.
- No correspondence shall be added to a public Board agenda package without the request or expressed consent of the sender.
- Correspondence containing any inappropriate, derogatory, inflammatory or disparaging statements about another individual shall not be part of any Board Meeting agenda package. When this occurs, the Chair of the Board or Director of Education and Secretary of the Board shall provide a response to the sender to indicate that the request to have the correspondence included in the agenda package has been denied. The sender shall be provided with an opportunity to adjust the correspondence to remove any inappropriate, derogatory, inflammatory or disparaging statements and resubmit the request.
- Correspondence must be received no later than 10:00 a.m. on the day before the Board Meeting. Correspondence received after this time may be added to the next Board Meeting agenda package at the request of the sender.
- Correspondence that meets the above requirements shall be placed under item #12 of the requested Board Meeting agenda. If a specific date is not requested, the correspondence will appear in the next scheduled Board Meeting agenda package.

### **Dealing with Correspondence Items During a Board Meeting**

- Correspondence shall not be read aloud as it will have been presented in written format in the Board Meeting agenda package. Individuals who wish to vocally express their concerns may submit a request to [delegate](#) to the Board of Trustees.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*



## Regular Board Meeting

## Action Report

II-29 Inclusion and Range of Placement Options for Identified Exceptional Students	Item 8.13
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

To approve *Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students* as presented.

### Background Information

Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students was last reviewed in May 2017 and is in keeping with the policy review cycle. The policy was reviewed by staff and in consultation with SEAC members at the March 22, 2021 and April 19, 2021 Special Education Advisory Committee (SEAC) meetings.

The Associated Policies and Procedures have been updated with the addition of II-13 Psycho-Education Psychological Assessment of Individual Students and II-45 Equity and Inclusive Education. The References have been revised, with several additions, including the Halton Catholic District School Board Special Education Annual Plan. To align with the current policy template, a Definitions section was added. Minor edits throughout the policy were made to provide consistency and updated terms.

### Conclusion

Policy *II-29 Inclusion and Range of Placement Options for Identified Exceptional Students* was presented at the Policy Committee Meeting on May 11, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

The following recommendation is presented for the consideration of the Board:

<b>Resolution#:</b>	Moved by:
	Seconded by:
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-29 Inclusion and Range of Placement Options for Identified Exceptional Students</i> , be approved.	

Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Inclusion and Range of Placement Options for Identified Exceptional Students</b>	
<b>Adopted:</b> September 26, 1995	<b>Last Reviewed/Revised:</b> May 18, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">II-13 Psycho-Education Psychological Assessment of Individual Students</a> <a href="#">II-45 Equity and Inclusive Education</a>	

## Purpose

To provide students identified as exceptional under the Education Act, with a full range of placements as defined under the Education Act and Regulations for the Province of Ontario.

## Application and Scope

This policy applies to all students registered with and attending schools in the Board.

The responsibility for implementation of this policy applies to the Board's senior administration, school administrators, teachers and academic support staff employed by the Board to support the needs of students identified as exceptional under the Education Act.

## References

[Education Act 1\(1\)](#)

[Halton Catholic District School Board Special Education Annual Plan](#)

[Ont. Reg. 181/98, S.17. \(1\)](#)

[Ont. Reg. 181/98, S.18. \(2\)\(c\)](#)

[PPM 140 - Incorporating Methods of Applied Behaviour Analysis \(ABA\) into Programs for Students with Autism Spectrum Disorders \(ASD\)](#)

[PPM 149 - Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Para-Professionals](#)

[PPM 156 - Supporting Transitions for Students with Special Education Needs](#)

[Regulation 298, Section 31](#)

[Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide](#)

[Supreme Court of Canada Ruling \(1997\)](#)

## Definitions

**Exceptional Pupil:** The Education Act defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

## Principles

- The Halton Catholic District School Board is a welcoming, inclusive Catholic faith community.
- The Halton Catholic District School Board recognizes the necessity of providing a full range of placements in order to respond to the needs of identified exceptional pupils.
- The Board is committed to the principle that all qualified, registered students shall be welcomed into their neighbourhood/regional school.
- The ‘appropriateness’ of a student’s placement is determined through an examination of a detailed student needs assessment resulting from a collaborative sharing of relevant information about the student among the child’s parents, school/Board staff, and the providers of the professional services received by the student.
- In keeping with Supreme Court of Canada rulings (Eaton, Feb. 6 1997) and with direction from the Ministry of Education for Ontario, [Special Education in Ontario, Kindergarten to Grade 12 Policy and Resource Guide](#), the integration of exceptional pupils is the normal practice, when such a placement meets the student’s needs (i.e. is in the best interest of the student). Consequently, as per [Regulation 181/98 S.17 \(1-2\)](#), the regular classroom, with appropriate support, in a student’s community school is the first placement option considered for all students , regardless of identified exceptionality, unless otherwise determined by a duly constituted Identification, Placement and Review Committee of the Board informed by parental wishes and relevant professional opinion.
- The Identification, Placement and Review Committees of the Board (IPRC):
  - Before considering the option of placement in a special education class, will consider whether placement in a regular class, with appropriate special education services, would meet the child’s needs and be consistent with parental preferences; [Ont. Reg. 181/98, S.17. (1)]
  - Having decided that the pupil should be placed in a special education class, [it must] state the reasons for that decision. [Ont. Reg. 181/98, S.18. (2)(c)]
  - The school and Board bear responsibility for informing parents and students of the range of available placement options and associated support services stipulated under the Education Act and provided by the Board.

The Individual Education Plan (IEP) for each student defines the mandatory professional obligations of the teacher(s) and support staff assigned to the identified student while in a given placement.

## Requirements

- In a spirit of partnership, parents are encouraged to make the school aware of a child's special needs prior to or at the time of registration.
- The principal of the school receiving students identified as exceptional shall ensure implementation of entry or transition procedures as part of the student's entry plan to school.
- The extent to which changes in placement involve changes between classes, schools, or non-Board agencies and the Board, transition procedures shall be implemented as part of the entry plan to a new placement as outlined in *PPM 156 'Supporting Transitions for Students with Special Education Needs'*.
- Transition procedures will comply with the direction provided to boards in *PPM 140 'Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)'* and *PPM 156 'Supporting Transitions for Students with Special Education Needs'*.
- Classroom teachers shall include all students regardless of exceptionality, in classroom activities and programs as determined through regular school and/or Board team meetings and parent consultation.
- Support for meeting the needs of identified students and assistance for the staff shall be provided to the placement by centrally deployed Special Education staff and system itinerant staff.
- Specialized Board-provided transportation is afforded for those students whose placement and special needs meet Board and Ministry criteria.
- Access to schools in support of identified exceptional pupils is granted to those health and social service providers properly engaged by the Local Health Integration Network (LHIN) in response to applications for service having been received from the principal of the school hosting the student's placement. The Board shall ensure that *PPM 149 'Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals and Para- Professionals'* is regularly reviewed.
- The full time Special Education class is the only placement in which a student does not have planned integration opportunities included in the Individual Education Program. All other placement options will include, in the identified student's individual program, appropriate (based upon needs) integration experiences with chronological age or grade peers. Students in a full time Special Education class placement deemed ready to benefit from integration will require an IPRC to place the student in a part time Special Education class placement before integration transitions may begin.
- Placement-specific programs and services are exclusively available to students assigned to the placement by a properly constituted IPRC.

- Access to full or part time special education class placement will be subject to the availability of space in the receiving class(es). Waitlisted students will be ranked according to the date of the IPRC, which placed the student in the Special Education class.
- Within the established funds received for Special Education from the Ontario Ministry of Education, the Board will provide those placement settings within the range of placements\* as defined by the Ministry, and across exceptionalities, that are required to fulfil IPRC decisions.

\*Ministry of Education's five Placement Options are as follows:

***A regular class with indirect support:***

The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

***A regular class with resource assistance:***

The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

***A regular class with withdrawal assistance:***

The student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day, from a qualified Special Education teacher.

***A Special Education class with partial integration:***

The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, Section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

***A Special Education class full-time:***

The student is placed by the IPRC in a special education class for the entire school day, where the student-teacher ratio conforms to Regulation 298, Section 31.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
Chair of the Board



## Regular Board Meeting

## Action Report

Policy II-40 Bullying Prevention and Intervention	Item 8.14
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

To approve *Policy II-40 Bullying Prevention and Intervention* as presented.

### Background Information

Policy II-40 Bullying Prevention and Intervention was reviewed as part of the regular Policy review cycle. The policy was reviewed by staff and in consultation with the policy working sub-group which consisted of a variety of stakeholders from staff, CPIC and SEAC representatives, student trustees and trustees.

Clarifying language has been added to the Purpose, Application & Scope. Updates have been made to the Definitions and Requirements to provide additional and current language from the Education Act and relevant Ministry documents. Minor changes have been made to improve readability and remove redundant language

### Conclusion

*Policy II-40 Bullying Prevention and Intervention* was presented at the Policy Committee Meeting on May 11, 2021 with a recommendation that it be forwarded to the Board of Trustees for approval.

### Recommendation

The following recommendation is presented for the consideration of the Board:

<b>Resolution#:</b>	Moved by:
	Seconded by:
<b>Resolved</b> , that the Halton Catholic District School Board accept the recommendation of the Policy Committee that <i>Policy II-40 Bullying Prevention and Intervention</i> , be approved.	

### Report Submitted and Approved by:

N. Guzzo  
Chair of the Policy Committee

<b>Bullying Prevention and Intervention</b>	
<b>Adopted:</b> April 15, 2008	<b>Last Reviewed/Revised:</b> May 18, 2021
<b>Next Scheduled Review:</b> 2023-2024	
<b>Associated Policies &amp; Procedures:</b> <a href="#">I-43 Use of Technology and Digital Citizenship</a> <a href="#">VI-62 Use of Technology and Digital Citizenship</a> <a href="#">VI-63 Social Media</a> <a href="#">II-39 Progressive Discipline and Safety in School Code of Conduct – Suspensions and Expulsions</a> <a href="#">VI-44 Progressive Discipline and Safety in Schools</a> <a href="#">II-45 Equity and Inclusive Education</a> <a href="#">VI-54 Equity and Inclusive Education</a> <a href="#">VI-60 Student Groups in Catholic Schools</a>	

## Purpose

To establish and promote a healthy, safe and inclusive learning environment where all students feel a positive sense of self, spirit and belonging. These are necessary conditions for student achievement, well-being and faith formation. This policy supports and promotes a safe, welcoming, inclusive and accepting school environment through appropriate prevention and intervention practices. This is reinforced by the application of progressive discipline in compliance with the *Education Act*, *PPM 128 Provincial Code of Conduct and School Board Codes of Conduct (2019)*, *PPM 144 Bullying Prevention and Intervention (2018)*, the *Parent's Guide to the Provincial Code of Conduct (2019)* and *PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2013)*.

This policy authorizes the creation of procedures for implementation, specifically for Bullying Prevention and Intervention that shall be considered guidelines pursuant to the *Education Act*.

## Application and Scope

This policy applies to all students and staff of the Halton Catholic District School Board (HCDSB) on school property, at school or HCDSB authorized activities, while using school authorized transportation services or in other venues or locations, including virtual spaces. This policy applies to inappropriate acts related to the definition of bullying as described in this policy, and considered by the principal to be detrimental to the moral tone, physical or mental well-being of the school.

## References

[Caring and Safe Schools in Ontario: Supporting Students with Special Needs through Progressive Discipline, Kindergarten to Grade 12](#)

[Education Act](#)

[Municipal Freedom Information Protection and Privacy Act](#)

[Ontario's Education Equity Action Plan \(2017\)](#)

[Ontario First Nation, Metis and Inuit Education Policy Framework \(2007\)](#)

[Ontario Human Rights Code](#)

[Ontario School Code of Conduct – Standards of Behaviour](#)

[The Parent's Guide to the Provincial Code of Conduct \(2019\)](#)

[PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools \(2013\)](#)

[PPM 128 Provincial Code of Conduct and School Board Codes of Conduct \(2019\)](#)[PPM 144 Bullying Prevention and Intervention \(2018\)](#)

[PPM 145 Progressive Discipline and Promoting Positive Student Behaviour \(2018\)](#)

[Youth Criminal Justice Act](#)

## Definitions

**Bullying** - Bullying is defined as a form of (typically) repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

A power imbalance may occur between a pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or receipt of special education. Bullying usually happens when one or more students tease, threaten, spread rumours about, exclude, hit, shove, or hurt another person.

Bullying can take different forms. These include:

- **Physical:** unwanted sexual touching, hitting, shoving, stealing or damaging property
- **Verbal:** inappropriate epithets, remarks, jokes or innuendos, name calling, mocking, making sexist, sexualized, racist, homophobic, transphobic, and/or derogatory or profane comments

- **Social:** excluding others from a group or spreading gossip or rumours about them
- **Electronic** (commonly known as cyberbullying): spreading rumours, innuendos, hurtful comments, inappropriate images, cartoons or jokes, using cellphones, e-mail, text messaging, gaming platforms and/or through social media

**Bullying Prevention:** Is a whole school approach that heightens expectations for a safe, caring, equitable, inclusive and accepting learning environment. It includes a shared understanding about the nature and underlying causes of bullying and its effects on the lives of individual students and the school community.

**Bullying Intervention:** Is a comprehensive and effective response to a bullying incident that takes into consideration all parties involved in the bullying incident. It should provide specific supports for the student who has been bullied, interventions for the student who has bullied others and for the student who has been affected by witnessing the bullying.

**Positive Learning Environment:** Is the sum total of all relationships found within the school and is a critical component of bullying prevention. A positive learning environment is accepting, equitable, and inclusive of all persons regardless of race, colour, culture, ancestry, place of origin, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, religion, family status, or disability. A positive learning environment engages the school community, including parents/guardians, as well as the broader community. A positive learning environment exists when all members of the school community feel safe, respected, and actively promote positive language, behaviours and interactions.

**Safe Schools Team:** Each school must have in place a Safe Schools Team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner and the Principal or designate. The team must have a staff chair. An existing school committee can assume this role.

The Safe Schools Team is responsible to develop a school-based Bullying Prevention and Intervention Plan to guide the practices of the school staff and administration. This team is encouraged to plan activities and launch initiatives that heighten awareness of bullying and its impact on the learning environment. By organizing bullying prevention and intervention activities throughout the year, schools will affect positive change in student achievement and sense of belonging.

## Principles

- The Halton Catholic District School Board recognizes that student, staff and community member conduct within our schools shall be rooted in the Gospel values and teachings of Jesus Christ, the Ontario Catholic Graduate Expectations, and the Board's Mission Statement and Governing Values.

- The HCDSB recognizes the importance of providing a caring, inclusive, and safe environment in which responses to behaviour issues are shaped by informed consideration of the individual needs and circumstances in each situation.
- The HCDSB recognizes that student, staff and community members have a responsibility to resolve conflict and differences in a respectful and civil manner with an equity and inclusion lens. The HCDSB recognizes that bullying of any type:
  - adversely affects students' ability to learn;
  - adversely affects healthy relationships and the learning environment for students, staff and community members;
  - adversely affects a school's ability to educate its students, and provide an equitable and inclusive learning environment; and
  - will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online/virtual space, off school property, or outside the regular school day) where engaging in bullying will have a negative impact on the learning environment.

The HCDSB acknowledges that open and ongoing dialogue among the principal, staff, parents/guardians and students is an essential component in creating a positive learning environment in which everyone is safe and respected.

## Requirements

### **Notifying Parents** (as per PPM 145, s. 6)

- Section 300.3 of the Education Act specifies when principals are required to notify the parents of students who have been harmed as the result of a serious student incident. Principals shall disclose the following information:
  - the nature of the activity that resulted in harm to the student;
  - the nature of the harm to the student;
  - the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity; and,
  - the supports that will be provided for the student in response to the harm that resulted from the activity.
- This section of the act also specifies that principals are required to notify the parents of students who have engaged in serious student incidents. Principals shall disclose the following information:
  - the nature of the activity that resulted in harm to the other student;
  - the nature of the harm to the other student;
  - the nature of any disciplinary measures taken in response to the activity; and,
  - the supports that will be provided for the student in response to engaging in the activity.

- When notifying parents of these incidents, the principal must invite parents to have a discussion with them about the supports that will be provided for their child.

Under the authority of the Education Act and the Youth Criminal Justice Act, and protected in accordance with the Municipal Freedom Information Protection and Privacy Act, the Halton Catholic District School Board or any of its employees will not disclose or provide access to information about a bullying incident unless authorized to do so by written consent or as required by law.

### **Establishing a Bullying Prevention and Intervention Plan**

The Halton Catholic District School Board shall establish a Bullying Prevention and Intervention Plan for schools based on the model Bullying Prevention and Intervention Plan developed by the Ministry of Education. All schools shall implement the Board's plan in accordance with the *Education Act* and HCDSB policies and procedures. When establishing the plan, the Board will solicit the views of students, educators and staff of the Board, volunteers working in the schools, parents/guardians, Catholic School Councils, Safe Schools Teams, Special Education Advisory Committee (SEAC), Catholic Parent Involvement Committee (CPIC), the Indigenous Education Advisory Council, community based organizations and partners.

The plan shall include but not be limited to:

- A comprehensive prevention and awareness-raising strategy that includes expectations for appropriate student, staff and community member behaviour;
- Utilizing evidence-based strategies to support school-wide bullying prevention. This will focus on developing skills for healthy relationships by including bullying prevention strategies and highlighting equity and inclusive education principles in daily classroom teaching and/or school activities;
- Procedures to allow students, parents/guardians, staff and community members to report bullying incidents safely and in a way that discourages reprisal and threat thereof. These procedures will also define the rights, responsibilities, and roles of the principals, educators staff, students and parents/guardians;
- A comprehensive intervention strategy for principals and staff to address incidents of bullying, including appropriate and timely responses;

Providing support for students who have been bullied, interventions for students who have bullied others, and for students who have been affected by witnessing bullying.

- The HCDSB will establish and provide annual professional development programs to educate staff of the Board about bullying prevention and strategies for promoting positive learning environments.
- The HCDSB will review its Bullying Prevention and Intervention Plan according to the Board's regular policy review cycle and shall solicit the views of students, educators, HCDSB staff, volunteers working in the schools, parents/guardians, Catholic School Councils, Safe Schools

Teams, SEAC, CPIC, the Indigenous Education Advisory Council, social service agencies, community based organizations and partners.

- The HCDSB will post its Bullying Prevention and Intervention Plan on the HCDSB website.
- The Principal will post HCDSB's Bullying Prevention and Intervention Plan and the school's own Bullying and Intervention Plan on the school's website.
- The Principal will post the member titles of the Safe Schools Team on the school's website.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
Chair of the Board

Results of STEM Steering Committee Work	Item 9.1
May 18, 2021	

## Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

## Purpose

The purpose of this report is to share with Trustees the results of the work undertaken by the STEM Steering Committee.

## Background Information

On June 2<sup>nd</sup>, 2020, a motion was passed to strike a Steering Committee to determine how to increase the profile and interest in STEM co-curricular and extra-curricular activities in both the elementary and secondary panels.

Meetings have been ongoing since October 2020, including our Director of Education, Chair and Vice-Chair of the Board, Trustees, representatives of our Elementary and Secondary OECTA units, Elementary and Secondary administrators, other members of our Curriculum and Student Success teams, and a staff representative from McMaster University.

To generate a STEM strategy, the work of the Steering Committee has included: examining current HCDSB programs and initiatives, gathering information from other School Districts as well as higher education, industry, and government resources. This report provides a summary of our recommendations and approximate timelines for implementation.

## Comments

### STEAM Steering Committee Vision Statement

- We believe that there are already excellent STEAM initiatives and programs in the Halton Catholic District School Board that provide a strong foundation for this strategy.
- We believe that STEAM education can be successfully implemented across our system, and across all subjects.
- We believe we can increase engagement in STEAM for all students.



- We see strong connections between our existing Curriculum, the Ontario Catholic School Graduate Expectations and STEAM Education.
- We believe that this work requires dedicated staff, professional development and resources to ensure its success.

### Overarching Philosophies

#### 1) STEAM Education instead of STEM Education

- STEAM Education: an acronym that encompasses Science, Technology, Engineering, Arts, and Mathematics, and includes components of design thinking, inquiry-based learning, and problem-based learning.
- Incorporating Arts engages and includes more teachers and students (e.g., teaching design principles in an Arts program which include math or coding principles)
- Design thinking encourages creative thinking and can be fostered through the Arts and applied to Science/Math and vice versa.

#### 2) Connecting STEAM Education to our Curriculum Documents, and the Ontario Catholic School Graduate Expectations

- Creating a global understanding that the skills and abilities we are working to instill in our students to ensure they are future-ready are a part of STEAM Education, and are also found in our Curriculum Documents, the Ontario Catholic School Graduate Expectations, and our Focus on Faith Themes

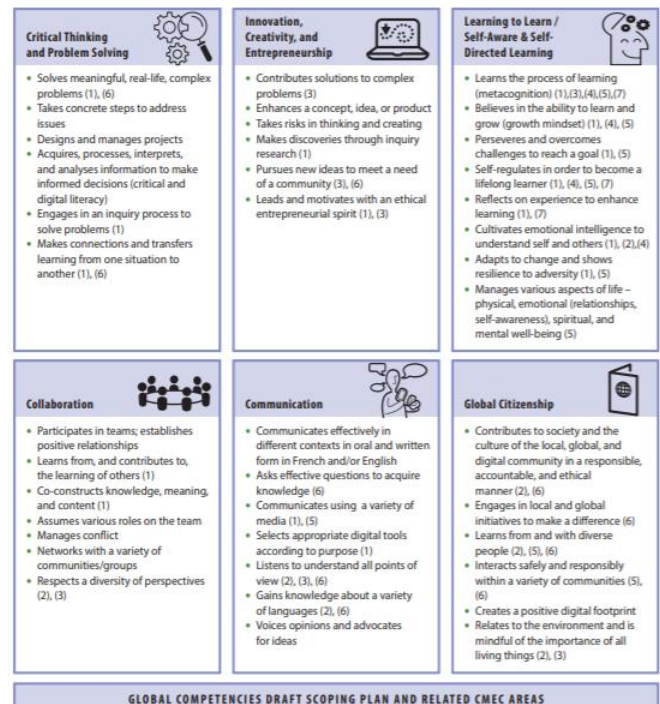


Figure 1. Ontario Catholic School Graduate Expectations  
(<https://iceont.ca/resources/ontario-catholic-school-graduate-expectations/>)

Figure 2. 21<sup>st</sup> Century Competencies  
([http://www.edugains.ca/resources21CL/21stCenturyLearnin g/21CL\\_21stCenturyCompetencies.pdf](http://www.edugains.ca/resources21CL/21stCenturyLearnin g/21CL_21stCenturyCompetencies.pdf))

### 3) Increasing connections to STEAM in all subject areas

- Increasing the use of STEAM principles across subject areas (e.g., problem-solving methods, inquiry-based learning: such as how to gather accurate information and make informed decisions, how to correctly test hypotheses by controlling variables, etc.)

### 4) Increasing Engagement in STEAM for All

- Creating opportunities and spaces to encourage more female participation in STEAM opportunities
- Using data to determine which subsets of our population are underserved or marginalized; and breaking down barriers to participation in STEAM opportunities



## Recommendations: System-Level

	<b><u>Strengths/Opportunities</u></b>	<b><u>Challenges/Barriers</u></b>	<b><u>Timeline</u></b>
<b><u>Increasing Cross-panel Initiatives</u></b>	<ul style="list-style-type: none"> <li>Creates valuable experiences for elementary and secondary students, allowing them to be exposed early on to different career pathways and increase engagement and increase participation</li> <li>Secondary students acting as role models/mentors</li> <li>Using existing technology to connect classrooms/schools</li> <li>Builds capacity in all Pathways – Workplace, College, University, Elementary and Secondary</li> </ul>	<ul style="list-style-type: none"> <li>Opening the lines of communication between panels – teachers</li> <li>Training opportunities for Secondary student mentors</li> </ul>	To begin in September 2021 – will be linked to existing cross-panel work that already happens at the beginning of the school year
<b><u>Dedicated Staff (e.g., Consultants, Itinerants, IT Staff)</u></b>	<ul style="list-style-type: none"> <li>To move this work forward, we need system-level champions to focus specifically on STEAM initiatives</li> <li>Work of the STEAM Consultant will be to coordinate initiatives across the system and raise the profile STEAM Education</li> <li>STEAM Itinerants/Coaches provide individual, small-group, and school-level training</li> <li>Dedicated IT and Library staff to remove barriers to success</li> <li>Increasing STEAM training through an integrated approach so that all Curriculum Consultants and Coaches can support STEAM initiatives or Catholic Professional Learning Communities within their subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Dedicated funding needed on an ongoing basis</li> <li>Need for clear indicators of progress and success</li> </ul>	Part of the 2021-22 and 2022-23 HCDSB Budget Cycle
<b><u>Dedicated Project Funding</u></b>	<ul style="list-style-type: none"> <li>Grant-style projects with accessible funds to support STEAM initiatives are familiar to staff through previous Ministry projects</li> <li>Development of specific criteria to ensure grant projects match system priorities</li> </ul>	<ul style="list-style-type: none"> <li>Funding needed on an ongoing basis</li> <li>How do we measure success?</li> <li>What other grant monies are available?</li> </ul>	Part of the 2021-22 and 2022-23 HCDSB Budget Cycle



	<ul style="list-style-type: none"> <li>Possible Ministry Funding available in 2021-22 budget</li> </ul>		
<b><u>Providing Resources to Support STEAM</u></b>	<ul style="list-style-type: none"> <li>Providing equitable distribution of resources across the system that are easy to access for all staff/students</li> <li>Opportunities to leverage the resources we have already at schools and held centrally through the Learning Resource Centre (central inventory has been taken in 2020-21)</li> </ul>	<ul style="list-style-type: none"> <li>What are opportunities for funding?</li> <li>How can we ensure equitable distribution of resources across schools?</li> <li>Ongoing funding rather than one-off purchases</li> <li>Partnerships with tech companies to see what can be donated, loaned etc.</li> </ul>	Part of the 2021-22 and 2022-23 HCDSB Budget Cycle
<b><u>Competitions, Contests and Field Trips</u></b>	<ul style="list-style-type: none"> <li>High engagement for students</li> <li>Opportunities for students to participate in collaborative activities focusing on design, inquiry, critical thinking</li> <li>Scalable (from classroom to region to Board)</li> <li>Field Trips (both real and virtual) provide opportunities for students to explore a career, and a hook for those students interested in the field</li> </ul>	<ul style="list-style-type: none"> <li>Dedicated and equitable funding needed for entrance fees and materials, supply teacher coverage, etc.</li> <li>How will we engage staff to supervise and support?</li> <li>Ensuring field trips have specific connections to STEAM Goals</li> </ul>	Part of the 2021-22 and 2022-23 HCDSB Budget Cycle
<b><u>Ensuring Equitable Access to STEAM Opportunities</u></b>	<ul style="list-style-type: none"> <li>Leveraging opportunities that already exist (e.g., Dell – “Girls who Game”)</li> <li>Understanding that we need to create comfortable spaces</li> <li>Lots of women interested in being role models</li> <li>Engaging School Councils through Council of Chairs presentation</li> </ul>	<ul style="list-style-type: none"> <li>Provide supports to encourage students to access programs/courses</li> <li>Providing supports for students when they are in the programs (e.g., create comfortable spaces, role models, prevent microaggressions)</li> <li>Need for champions at the school and system-level</li> </ul>	Work to be undertaken by Curriculum Staff (e.g., STEAM Consultant and Itinerants) beginning in 2021-22



## Recommendations: School-Level

	<b><u>Strengths/Opportunities</u></b>	<b><u>Challenges/Barriers</u></b>	<b><u>Timeline</u></b>
<b><u>Dedicated STEAM Spaces, including Library Learning Commons/Maker Spaces</u></b>	<ul style="list-style-type: none"> <li>• Work has already been done in many of our elementary libraries, further opportunities at new schools</li> <li>• Opportunities to access community spaces (e.g., at colleges and universities)</li> <li>• Opportunities through connections to Halton Industry Education Council-Career Centre</li> <li>• Building capacity with library staff through collaboration between teaching and library staff</li> </ul>	<ul style="list-style-type: none"> <li>• Further funding sources needed</li> <li>• Space limitations</li> <li>• How can we ensure the safety of the space? (sanitization, electrical sources)</li> <li>• Who is responsible for this space?</li> </ul>	<p>Elementary Schools: continuation of ongoing work (pre-pandemic)</p> <p>Secondary Schools: work to begin in Fall 2021</p>
<b><u>School-Level STEAM Leads</u></b>	<ul style="list-style-type: none"> <li>• In-house leads, who can work with individual teachers, divisions, departments, or lead whole-school PD</li> <li>• Creates consistency across the system</li> <li>• Connects to work being done at the system-level by consultants/itinerants</li> <li>• Creating Catholic Professional Learning Communities for reps within their family of school, and across panels</li> </ul>	<ul style="list-style-type: none"> <li>• Potential need to incentivize and support staff</li> <li>• Ensuring STEAM leads have access to the same opportunities at each school</li> <li>• Providing ongoing support and training</li> <li>• Creating opportunities to connect school-level champions</li> </ul>	September 2022
<b><u>Guest Speakers for STEAM</u></b>	<ul style="list-style-type: none"> <li>• Provide role models and inspiration for students</li> <li>• Connections to multiple pathways</li> <li>• Existing connections via alumni</li> <li>• Greater opportunities to have virtual sessions</li> <li>• Opportunity to engage parents/guardians</li> <li>• Accessing role models that represent our diverse</li> </ul>	<ul style="list-style-type: none"> <li>• Need to develop a roster of speakers available for all schools</li> <li>• Funding needed</li> </ul>	Work to be undertaken by Curriculum Staff (e.g., STEAM Consultant and Itinerants) beginning in 2021-22



	community to encourage participation from underrepresented groups		
<b><u>Develop Interdisciplinary Learning at Secondary</u></b>	<ul style="list-style-type: none"> <li>• Already have experience running IDC courses running in our schools (e.g., IDC4U – Business and Math – Financial Literacy)</li> <li>• Marketing and accountability built in when they are credit courses</li> <li>• Vast experience with interdisciplinary teaching in our Elementary panel</li> </ul>	<ul style="list-style-type: none"> <li>• College and University Courses, Open courses as well – need writers</li> <li>• Need for opportunities for Gr. 9/10 courses as well</li> <li>• Require creative timetabling for Gr. 9 courses (challenges in both small and large schools)</li> <li>• Need to have parents understand the value in these types of programs</li> </ul>	Work to be undertaken by Curriculum Staff (e.g., STEAM Consultant and Itinerants) beginning in 2021-22
<b><u>Specialist High Skills Major Programs (SHSM) and Ontario Youth Apprenticeship Programs (OYAP)</u></b>	<ul style="list-style-type: none"> <li>• Currently we have 16 SHSM programs and 1 OYAP program in STEAM-related fields, with more anticipated for 2021-22</li> <li>• Increase profile and awareness of these programs and how they lead to post-Secondary and career opportunities</li> <li>• Successful SHSM and OYAP applications receive Ministry Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Continued challenges to attract and retain students and qualified specialty staff</li> </ul>	Ongoing work by SHSM/OYAP Curriculum Consultant

### Recommendations: Professional Development

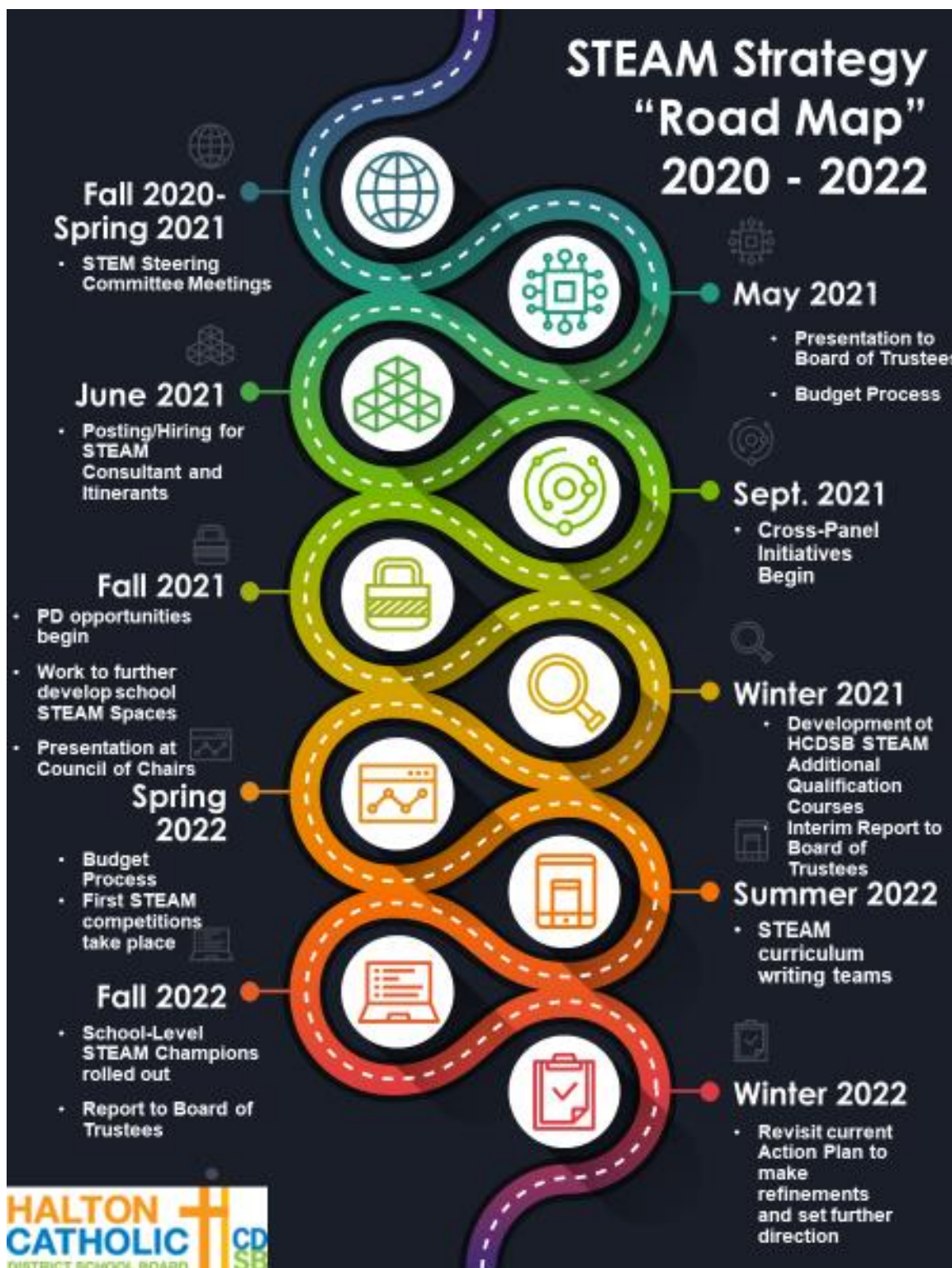
	<b><u>Strengths/Opportunities</u></b>	<b><u>Challenges/Barriers</u></b>	<b><u>Timeline</u></b>
<b><u>Professional Development for Staff</u></b>	<ul style="list-style-type: none"> <li>• Available resources/volunteer staff available through higher Ed and industry partners</li> <li>• We have increasing opportunities to deliver PD virtually/asynchronously</li> <li>• Ability to leverage opportunities for cross-panel training</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated funding needed for supply coverage, materials, trainers, etc.</li> <li>• Differentiating Professional Development to meet varied needs of staff</li> <li>• Encouraging teachers and providing different entry points for those who are</li> </ul>	Work to be undertaken by Curriculum Staff (e.g., STEAM Consultant and Itinerants) beginning in 2021-22



		less familiar with STEAM education	
<b><u>Offering AQs in STEAM through HCDSB</u></b>	<ul style="list-style-type: none"> <li>• Will create staff who are knowledgeable in STEAM practices.</li> <li>• Builds capacity</li> <li>• Focuses on pedagogy and curriculum</li> <li>• Promoting offerings from other institutions while developing our own AQ, given that we would like to increase system while also incorporating the Catholic lens.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to write courses which have a STEAM-focused curriculum</li> <li>• Cost to write courses</li> <li>• Cost on staff to take these courses – could we offer subsidies?</li> </ul>	Work to be undertaken by Curriculum Staff (e.g., STEAM Consultant and Itinerants) beginning in 2021-22; budget cycle 2022-23
<b><u>Dedicated Writing Teams</u></b>	<ul style="list-style-type: none"> <li>• Leveraging expertise from within our system</li> <li>• Creating resources specific to the needs of HCDSB</li> <li>• Ensure that those who have expertise and multiple perspectives are represented on the team</li> </ul>	<ul style="list-style-type: none"> <li>• Cost – purchasing of resources to support new initiatives, pay writers, etc.</li> <li>• Attracting staff to work off-hours</li> </ul>	Spring and Summer 2022



## “Road Map” for Implementation of HCDSB STEAM Strategy 2020 - 2022





## Conclusion

The recommendations of this Steering Committee are that this plan be implemented in full, with the support of the Board of Trustees. For this initiative to succeed, it will require a collective effort, dedicated staff and resources, and professional development. We believe that undertaking this initiative in full will increase student interest and participation in STEAM opportunities - both co-curricular and extra-curricular - and will build on the solid foundation already found across the Halton Catholic District School Board.

### Acknowledgements:

We are grateful for the hard work, dedication, and resourcefulness of the following committee members:

#### Co-Chairs

Marvin Duarte  
Chris Chliszczyk  
Jeff Crowell

Vice-Chair HCDSB and Milton Trustee  
Vice-Principal – Assumption CSS  
Superintendent – Curriculum Services

#### Committee Members

Patrick Brophy  
Bill Cripps  
Robert Crowe  
Tracy Dallaire  
Patrick Daly  
Sharon Deery  
Rocco Dilanni  
Patricia Dolan  
Tara Hambly  
Vincent Iantomasi  
Mark Ives  
Joanne Kenney  
Rebekah Leavitt  
Matthew Kovacs  
Janet O'Hearn-Czarnota  
Patrick Murphy  
Linda Murray  
Marissa Pitt  
Michael Silvello

Vice-Principal, Corpus Christi CSS  
Senior Manager, Information and Technology Services  
Curriculum Consultant  
Director Information Security, McMaster University  
Director of Education  
Pathways Itinerant Teacher  
Principal, Bishop Reding CSS  
Curriculum Coach  
President – Halton OECTA Elementary  
Burlington Trustee  
Curriculum Consultant  
Curriculum Consultant/TELT  
Secondary Teacher/OECTA Representative  
Secondary Teacher – St. Francis Xavier CSS  
Halton Hills Trustee  
Chair HCDSB and Milton Trustee  
Manager, Library Services  
Vice-Principal, HCDSB Virtual CES  
Department Head, Christ the King CSS



## Recommendation

The following recommendation will be presented at the June 1, 2021 Regular Board meeting for the consideration of the Board:

**Resolution#:**

*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board accept the recommendations of the STEM Steering Committee for implementation beginning in the 2021-22 School Year.

**Report Prepared by:**

J. Crowell  
Superintendent of Education, Curriculum Services

**Report Submitted by:**

J. Crowell  
Superintendent of Education, Curriculum Services

**Report Approved by:**

P. Daly  
Director of Education and Secretary of the Board



## Regular Board Meeting

## Staff Report

Upgrade to Board Room Technology	Item 9.2
Tuesday, May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

This report is to update Trustees regarding staff working group discussions regarding various solution options for Boardroom technology.

This report responds to Resolution #83/20, passed on the March 31, 2020, Regular Board Meeting. The resolution reads as follows:

**WHEREAS**, the boardroom located in the Halton Catholic District School Board's Catholic Education Centre offices, is also the location where public meetings are held and in keeping with Section 208.1 sub sections 1, 2, 3 and 4 of the Education Act which states that access to proceedings be allowed from remote locations to Trustees; and,

**WHEREAS**, current audio, video and data transfer equipment is antiquated and un-satisfactory

**BE IT RESOLVED**, that the Board gives instruction to the Secretary of the Board to investigate and provide at least three (3) costed reports at a regular board meeting, for the purpose of upgrading the current communication system and replace the same so as to allow seamless remote access with the latest technology (such as: speech timing, floor queuing, live streaming, recording, screen sharing, document comparing, etc..) that has the capability of allowing a minimum of 25 remote users by no later than the May 5, 2020 Regular Board meeting; and that this technology be capable of relocation to any board office if required.

### Background

- 1) Information Report 10.4 "Upgrade to Boardroom Technology" from the Regular Board Meeting of November 17, 2020.
- 2) Information Report 10.3 "Upgrade to Boardroom Technology" from the Regular Board Meeting of May 19, 2020.



## Comments

Since the November 17, 2020 Board Meeting, a working group consisting of Board staff and Trustees has met to review boardroom technology needs.

The following has been investigated:

### Audio Quality

The quality has been improved by re-provisioning some Board audio equipment and purchasing some additional connectors not exceeding \$100. The full impact of this change will be realized when meetings return to a more conventional setting.

### Joining Seamlessly

Telephone and video conferencing capabilities are now in place with the above solution. This allows for easy-to-join meetings and a backup process in the event of internet connection issues.

### Video Integration

A center-based active speaker camera: discontinued legacy equipment we are currently using, and while it is ideal for medium-sized rooms, large rooms may produce incorrect video tracking due to background noise. Replacement equipment will cost around \$3,000-\$5,000, depending on additional microphones and components.

A camera/laptop or tablet solution at each station: this solution would allow Trustees and staff to turn on/off cameras as needed. For a tablet-based solution, a cost estimate would be \$400 per video-enabled station. Trustees and staff are provided with a Board laptop that could accommodate this.

Other zero-touch solutions or staff-managed solutions to control cameras would be \$10,000 and above.

### Additional Licensing

Board Meeting Management Software would be required to achieve the following:

- Stakeholder Comments: Allow our stakeholders to submit comments on agenda items;
- Delegation Request Management: Manage delegations during public meetings;
- Webcasting: Enhanced webcasting/live streaming supports;
- Vote Manager & Request to Speak: Easily manage member debates with “Request to Speak,” graphical public display screens with configurable voting results.

This software could be accessed via the Trustee’s Board-provided laptop. It is recommended that this option be evaluated to determine the effectiveness and help define this add-on price.

### Technology Upgrades

To best achieve an optimal meeting environment, the following tasks have been initiated:



- Reissuing Trustee laptops: This will allow for a seamless joining experience to Board Teams meetings and the eScribe Meeting Management Website;
- Upgrade YouTube live streaming environment: New desktop computer designed for remote streaming will be installed;
- Recording secretary (Executive Assistant) laptop upgrade: A new laptop issued to ensure rapid change requests;
- Additional cameras: Still to be determined based on staff working group conclusions;
- Request to speak timer: A new timing system is available at the request of the chair. (Digital timekeeping mechanism).

### Staff/Trustee training sessions

- Staff training: Staff training sessions for Executive and Administrative Assistants occurred during the week of February 22. The sessions focused on creating and managing agenda structures, voting design and structures, request to speak, conflict of Interest registries and as-needed modifications.
- Working Group feedback: As a new design and interface are created, feedback from the staff working group committee will help determine a final product for Trustees.
- Trustee training: When a final product is available, training sessions will be provided.

### Updated Project plan with estimated timelines

#### Board Room Technology

Project Task	Start Date	End Date	Status
Reissue laptops to Trustees	February 8		In Progress
Upgrade Streaming environment	Week of February 16	February 19th	Complete
Recording secretary upgrade	Week of February 16	February 19th	Complete
Staff Training	February 22	* April 23	Complete
Creation of a new agenda package/template	* March 1	* March 16	Complete
Working group committee meeting	* Week of May 24	* May 28	In Progress
Feedback and Review	* May 31	* June 11	
Working group committee meeting	If Required		
Presentation/training for Trustees	TBD		

- \* denotes changes in schedule



## Findings

- Reissue laptops to Trustees: Still in progress. Several login and connection-based issues have been resolved. Updates and installation of meeting management software will occur in the next week for reissued laptops.
- Upgrade Streaming environment: The streaming environment now provides an easy-to-use and reliable 1080p stream with minimal buffering to YouTube Live Events service.
- Recording secretary upgrade: Laptop upgrade now allows for a faster response to Office applications and Meeting management software.
- Staff training: More staff training has been required. Designing processes to address ad-hoc on-screen changes are presenting challenges. Additional staffing may be needed to assist with this.
- Creation of a new agenda package/template: Minimal changes have been made, but how the delivery of the agenda package will change to accommodate the interactive meeting management software.
  - Trustees will have the ability to create personal notes in the agenda package.
  - The ability to pin and search past material will allow for more accessible references to the material.
- Working group committee meeting: This is tentatively scheduled for sometime during the week of May 25.

## Conclusion

Working group committee members will be involved in a mock meeting to evaluate a pilot meeting environment using features such as electronic voting, request to speak with a speech timer and private comments. As feedback is collected, further redesigns may be required.

### Report Prepared by:

B. Cripps  
Senior Manager, IT Services

### Report Submitted by:

A. Lofts  
Superintendent, Business Services and Treasurer of the Board

### Report Approved by:

P. Daly  
Director of Education and Secretary of the Board

## Regular Board Meeting

## Staff Report

North Oakville No. 4 Catholic Elementary School Project Budget and Approval to Proceed with School Capital Planning	<b>Item 9.3</b>
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Achieving: Meeting the needs of all learners.**

### Purpose

To obtain Board authorization of the project budget for the proposed North Oakville No. 4 Catholic Elementary School, and to proceed with school capital planning matters for the project.

### Background Information

1. [Action Report Item 8.5 "North Oakville No. 4 CES Approval to Proceed with School Capital Planning"](#) from the November 17, 2020, Regular Meeting of the Board.
2. [Action Report Item 8.8 "2019 Capital Priorities List Submission"](#) from the June 18, 2019, Regular Meeting of the Board.
3. [Information Report Item 10.9 "Long-Term Capital Plan Update - Final Report"](#) from the June 18, 2019, Regular Meeting of the Board.
4. [Information Report Item 10.4 "2018-2019 Annual Facility Accommodation Report"](#) from the April 2, 2019, Regular Meeting of the Board.

### Comments

On October 20, 2020, the Board was informed of its Capital Priorities allocation for the new North Oakville No. 4 Catholic Elementary School. A total amount of \$14,499,502 was allocated for the project, which is based on an elementary school to accommodate 671 pupil places. Now that the Board has received this school capital allocation, the objective is to construct the school at the earliest opportunity.

A number of activities are required to be initiated for the new North Oakville No. 4 Catholic Elementary School capital planning process. Staff must officially appoint an architect for the project, along with sub-consultants to complete the design of the project. Staff must also continue to work with the local municipality and regional authorities to obtain the necessary permits and approvals to construct the



school. Lastly, the Ministry of Education must approve the school design and authorize staff to proceed to tender the project. The commencement of the above noted school capital planning activities would greatly assist the Board to achieve a September 2022 school opening date for the new North Oakville No. 4 Catholic Elementary School.

A preliminary budget estimate has been prepared for the project. As the construction drawings and specifications are completed, tender pricing is received and as the project progresses, the preliminary project budget will be updated. The North Oakville No. 4 project preliminary project budget is attached to this report (Appendix A).

Note that the preliminary budget estimate is greater than the Capital Priorities allocation that the Board received. Inflation in construction prices over the past several years have outpaced increases in the Ministry construction benchmark, creating a funding gap on most new school construction projects in the Province. As such, staff recommend that Board bridge the gap using available capital funding sources and the capital reserve. The only other method to bridge the funding gap would be to reduce the area of the building, which is not advisable given the growth in the community and the present and future need for elementary school student accommodations.

## Conclusion

The Board is very appreciative of the Ministry's recognition of the Board's student accommodation pressures in Oakville with its announcement of funding for the new North Oakville No. 4 Catholic Elementary School. It is recommended that staff be authorized to proceed with the school capital planning for the new North Oakville No. 4 Catholic Elementary School. The following resolutions will be submitted for Trustee consideration and approval to proceed with the North Oakville No. 4 Catholic Elementary School project at the next meeting of the Board.

## Recommendations

The following recommendations will be submitted for Trustee consideration and approval at the June 1, 2021 Regular Meeting of the Board:

### Resolution#:

*Moved by:*

*Seconded by:*

**Resolved**, that the Halton Catholic District School Board authorize staff to proceed with the school capital planning process and school construction for the proposed North Oakville No. 4 Catholic Elementary School project.



**Resolution#:**

Moved by:

Seconded by:

**Resolved**, that the Halton Catholic District School Board approve the project budget not to exceed \$15,499,502 for the North Oakville No. 4 Catholic Elementary School project in the Town of Oakville.

**Resolution#:**

Moved by:

Seconded by:

**Resolved**, that the Halton Catholic District School Board approve the use of available capital sources and the capital reserve in the amount of \$1,000,000 to partially fund the construction of the North Oakville No. 4 Catholic Elementary School project in the Town of Oakville.

**Report Prepared by:**

C. Abrahams  
Senior Manager, Capital Projects

**Report Submitted by:**

R. Merrick  
Superintendent, Facility Management Services

**Report Approved by:**

P. Daly  
Director of Education and Secretary of the Board

HALTON CATHOLIC DISTRICT SCHOOL BOARD

**NORTH OAKVILLE NO. 4 CATHOLIC  
ELEMENTARY SCHOOL PROJECT**

PRELIMINARY BUDGET ESTIMATE

<b>EXPENSES</b>	<b>May 14, 2021 BUDGET ESTIMATE</b>		
<i>Construction</i>	12,395,000		
<i>Professional Fees</i>	1,050,000		
<i>Inspections, soil test, surveys</i>	100,000		
<i>Site Plan &amp; Building Permit fees</i>	225,000		
<i>Contingencies</i>	1,000,000		
<i>Net HST (2.21%)</i>	399,502		
<i>Furniture &amp; Equipment, Including IT</i>	330,000		
<b>TOTAL</b>	<b>\$15,499,502</b>		

<b>REVENUE</b>			
<i>Ministry of Education (a) Capital Priorities (671 Pupil Places)</i>	\$14,499,502		
<i>HCDSB (b) Available Capital Funding and the Capital Reserve</i>	\$1,000,000		
<b>TOTAL</b>	<b>\$15,499,502</b>		



## Regular Board Meeting

## Staff Report

2021 Education Development Charges By-Law Amendment	<b>Item 9.4</b>
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

The purpose of this report is to inform the Board of Trustees of a proposed Education Development Charges (EDC) By-law Amendment to the Board's 2018 Education Development Charges By-law (as amended on May 19, 2019) that will accomplish the following:

- 1) Establish new collection maximums for both residential and non-residential EDC's;
- 2) Increase the non-residential phased annual rate to the highest amount permitted under the 2018 EDC Background Study; and,
- 3) Implement additional development charge use exemptions & bylaw housekeeping items in accordance with the latest updates to Education Development Charges Regulation (O. Reg. 20/98).

The amendments are to assist the Board in collecting the greatest development charge amounts to maintain its ability to purchase and prepare lands required for pupil accommodation growth.

### Background Reports

- 1) Information Report 4.4 "2020 Education Development Charges By-Law Amendment" from the April 30, 2020, Special Board Meeting.
- 2) Action Report 4.1 "2019 Education Development Charges By-Law Amendment" from the May 14, 2019, Special Board Meeting.
- 3) Staff Report 9.1 "2019 Education Development Charges By-Law Amendment" from the May 7, 2019, Regular Board Meeting.
- 4) Information Report 10.3 "2019 Education Development Charges By-Law Amendment" from the April 2, 2019, Regular Board Meeting.
- 5) Presentation 4.1 "Education Development Charges" from the March 19, 2019, Regular Board Meeting.
- 6) Action Report 4.1 "2018 Education Development Charges (EDC) By-Law: Proposed EDC By-Law Passage" from the June 28, 2018, Special Board Meeting.



## Background Information

On June 28, 2018, the Ministry of Education approved the necessary components of the Board's 2018 Education Development Charges Background Study. The Board passed the 2018 Education Development Charges By-law, which came into force on July 4, 2018.

On October 15, 2018, the Ministry of Education announced that the Province would be placing a temporary cap/freeze on EDC rate increases until completing a Ministry review of regulations. Following the Ministry review, on March 29, 2019, the Ministry of Education announced that the cap on increasing the current EDC rates would be partially lifted and replaced with restrictions that would permit increases to the current rates as follows:

- A maximum yearly increase of the greater of 5% or \$300 per residential dwelling unit (the latter applying to the Board); and,
- A maximum yearly increase of 5% of the non-residential rates.

With these new legislative permissions, the Board was in a position to increase its charges incrementally over the remaining term of the bylaw to achieve the required residential and non-residential charge amounts contemplated in the 2018 Education Development Charges Background Study. The 2018 EDC Background Study determined a residential charge of \$3,648 per dwelling unit and a non-residential charge of \$0.83 per square foot of gross floor area (\$8.93 per square metre).

On May 14, 2019, the Board approved the amendment to the 2018 EDC By-law, which came into effect on May 19, 2019. The amendment had the effect of implementing the permitted yearly increases to the residential and non-residential rates.

Table 1 below illustrates the annual increases that the Board approved.

**Table 1: HCDSB Residential and Non-Residential Rate Increases**

	<b>2018 EXISTING BYLAW CHARGE</b>	<b>2018 BKGD STUDY AMOUNT</b>	<b>Balance of Year 1 May 19, 2019 to July 3, 2019</b>	<b>Year 2 July 4, 2019 to July 3 2020</b>	<b>Year 3 July 4, 2020 to July 3 2021</b>	<b>Year 4 July 4, 2021 to July 3 2022</b>	<b>Year 5 July 4, 2022 to July 3 2023</b>
<b>Residential Unit</b>	<b>\$ 2,269</b>	<b>\$ 3,648</b>	\$ 2,569	\$ 2,869	\$ 3,169	\$ 3,469	\$ 3,648
<b>Non-Residential</b>	<b>\$ 0.58</b>	<b>\$ 0.83</b>	\$ 0.61	\$ 0.64	\$ 0.67	\$ 0.70	\$ 0.74

In late 2019, after the Board had amended the EDC bylaw, the Province implemented additional legislative changes which further amended EDC Regulation 20/98. One such change permitted the non-residential EDC rate to be increased annually by the greater of 5% or \$0.10 per square foot. Previously, the non-residential rate could only be increased by 5% annually. For the Board, the \$0.10 per square foot increase is the greater of the two.



In March 2020, both the Halton District School Board and Halton Catholic District School Board explored whether further amendments to their respective 2018 EDC By-law were warranted based on escalating land values and to update the bylaws with recent changes to O. Reg. 20/98.

After reviewing comparable land sales in the area and consulting with the Boards' EDC consultants, it was determined that an amendment was not warranted, as the 4% annual land escalation rate, determined as part of the 2018 EDC By-law, was sufficient to reflect the capital appreciation experienced in the real estate market. It was also determined that the newly updated regulations on their own did not require an amendment. The Boards concluded to explore an EDC Amendment again in February of 2021.

### Proposed 2021 EDC By-law Amendment

Since exploring and forgoing an EDC Amendment in early 2020, it was determined that land values in the Region of Halton had increased sufficiently to justify an EDC Amendment in 2021. This was supported by an appraisal completed by Cushman Wakefield in January of 2021, which confirmed that land values increased significantly since the last assessment due to the residential housing boom that occurred during the COVID-19 pandemic and the demand for low-density residential housing.

To ensure that EDC collections keep pace with the rising costs to purchase school sites, the Board's consultants and staff are recommending that the Board amend the 2018 EDC bylaw to increase the residential and non-residential EDC rates.

Watson and Associates completed an updated cash flow analysis using Cushman Wakefield's appraised land values and updated building permit information to recalculate the maximum permitted residential and non-residential EDC collection rates. The resulting maximum rate compared to the previous maximum rates are listed in Table 2 below:

**Table 2: HCDSB Residential and Non-Residential Max Rate Increases**

	<b>2018 Existing Maximum EDC Rate</b>	<b>2021 Proposed Maximum EDC Amended Rate</b>	<b>2018 vs 2021 Variance (+/-)</b>
<b>Residential (per unit)</b>	<b>\$ 3,648</b>	<b>\$ 5,215</b>	<b>+ \$1,567</b>
<b>Non-Residential (per sq. ft.)</b>	<b>\$ 0.83</b>	<b>\$ 1.21</b>	<b>+ \$ 0.38</b>

Prior to changes made to O. Reg. 20/98, the Board would have been permitted to increase EDC charges to the amended max rates immediately. However, with the legislated annual caps imposed under O. Reg. 20/98, boards are required to phase in the increases over the remaining term of the bylaw. The phased-in rate increases over the remaining years of the EDC By-law are illustrated in Table 3 below:

**Table 3: HCDSB Residential and Proposed Non-Residential Phased-In Rate Increases**

	2018 Existin g Max Rate	2021 Amended Max Rate	Year 1	Year 2	Year 3 June 6, 2021 to July 3 2021	Year 4 July 4, 2021 to July 3 2022	Year 5 July 4, 2022 to July 3 2023
<b>Residential</b>	<b>\$ 3,648</b>	<b>\$ 5,215</b>			<b>\$ 3,169</b>	\$ 3,469	\$ 3,769
<b>Non-Residential</b>	<b>\$ 0.83</b>	<b>\$ 1.21</b>			<b>\$ 0.88</b>	\$ 0.98	\$ 1.08

Note that the first increase (highlighted in yellow) will occur five (5) days following the passing of the amending bylaw by the Board of Trustees, which is scheduled for June 1, 2021.

It should also be noted that the Board will not reach the maximum residential and non-residential EDC cap by Year 5 and will be under-collecting for the remaining term of the bylaw until it expires on July 3, 2023. Staff will initiate the process to implement a new EDC bylaw in 2023, including the preparation of a background study beginning in the fall of 2022.

Board Staff, HDSB Staff, and the consultants of the Boards met with the Building Industry and Land Development Association (BILD) on Monday, May 3, 2021, to discuss the proposed amendments to the 2018 bylaw and the dates when the amendments will be presented to the Board of Trustees for decision. Supplementary information detailing the basis for the calculations that support the increased EDC rates has been forwarded to BILD representatives for their review.

The changes to the applicable EDC regulation also included the implementation of several mandatory exemptions, which requires that the Board exempt such uses from the payment of EDCs. The proposed amending bylaw will incorporate into the 2018 EDC By-law the following exemptions:

- 1) private school;
- 2) long-term care home, as defined in the Long-Term Care Homes Act, 2007;
- 3) retirement home, as defined in the Retirement Homes Act, 2010;
- 4) hospice or other facilities that provides palliative care services;
- 5) child care centre, as defined in the Child Care and Early Years Act, 2014;
- 6) memorial home, clubhouse or athletic grounds owned by the Royal Canadian Legion;
- 7) college of applied arts and technology established under the Ontario Colleges of Applied Arts and Technology Act, 2002;
- 8) university that receives regular and ongoing operating funds from the Government of Ontario for the purposes of post-secondary education; and,
- 9) Indigenous Institute prescribed for the purposes of section 6 of the Indigenous Institutes Act, 2017.



Although the above exemptions were not implemented in the last bylaw amendment, they were nonetheless in effect, and the Board has complied with the legislative requirements.

The amending bylaw that encapsulates the above-noted changes can be found in Appendix 1.

Further, attached as Appendix 2 is the 2021 HDSB EDC bylaw amendment report prepared by the Board's consultant, Watson and Associates, which summarizes the background to the Board's 2018 Education Development Charges bylaw (as amended), as well as the methodology used in the calculation of the new charge for both the HCDSB and the HDSB.

## Conclusion

Both the Halton Catholic District School Board and the Halton District School Board have undertaken a thorough review of their respective 2018 EDC bylaws and have concluded that an amendment is warranted to increase the residential and non-residential charges. An amendment will allow the Boards to continue to collect the maximum amount permitted under the legislation and continue toward further reducing the deficit. If approved by the Board of Trustees on June 1, 2021, the proposed amendments will come into effect on June 6, 2021, five (5) days following passing.

The following recommendation will be presented at the June 1, 2021, Board Meeting for consideration by the Board of Trustees.

## Draft Recommendation:

Staff respectfully presents the following recommendation for consideration by the Board of Trustees:

### Resolution#:

**BE IT RESOLVED THAT**, a separate public meeting is not required regarding the proposed amendment to the Halton Catholic District School Board 2018 EDC By-law, as amended; and,

**THAT**, the Halton Catholic District School Board enact a bylaw which will amend the 2018 EDC By-law to apply to the development of land in the Region of Halton; and

**THAT**, the amending EDC By-law amends the Board's 2018 EDC By-Law in the following respects:

Section 9 be revised to read as follows:

Subject to the provisions of this bylaw, an education development charge per dwelling unit shall be imposed upon the designated categories of residential development and the designated residential uses of land, buildings or structures, including a dwelling unit accessory to a non-residential use, and, in the case of a mixed-use building or structure, upon the dwelling units in the mixed-use building or structure. The education development charge per dwelling unit shall be in the following amounts for the periods set out below:



- (i) July 4, 2018 to May 18, 2019 - \$2,269.00;
- (ii) May 19, 2019 to July 3, 2019 - \$2,569.00;
- (iii) July 4, 2019 to July 3, 2020 - \$2,869.00;
- (iv) July 4, 2020 to July 3, 2021 - \$3,169.00;
- (v) July 4, 2021 to July 3, 2022 - \$3,469.00;
- (vi) July 4, 2022 to July 3, 2023 - \$3,769.00.

Section 12 be revised to read as follows:

Subject to the provisions of this bylaw, an education development charge per square foot of gross floor area of non-residential development shall be imposed upon the designated categories of non-residential development and the designated non-residential uses of land, buildings or structures and, in the case of a mixed-use building or structure, upon the non-residential uses in the mixed-use building or structure. The education development charge per square foot of gross floor area shall be in the following amounts for the periods set out below:

- (i) July 4, 2018 to May 18, 2019 - \$0.58;
- (ii) May 19, 2019 to July 3, 2019 - \$0.61;
- (iii) July 4, 2019 to July 3, 2020 - \$0.64;
- (iv) July 4, 2020 to June 5, 2021 - \$0.67;
- (v) June 6, 2021 to July 3, 2021 - \$0.88
- (vi) July 4, 2021 to July 3, 2022 - \$0.98;
- (vii) July 4, 2022 to July 3, 2023 - \$1.08.

Report Prepared by:

B. Vidovic  
Senior Manager, Planning Services

Report Submitted by:

A. Lofts  
Superintendent, Business Services and Treasurer of the Board

Report Approved by:

P. Daly  
Director of Education and Secretary of the Board

**HALTON CATHOLIC DISTRICT SCHOOL BOARD**

**EDUCATION DEVELOPMENT CHARGE AMENDING BY-LAW (2021)**

**A by-law to amend Education Development Charges By-law, 2018**

WHEREAS the Halton Catholic District School Board enacted Education Development Charges By-law, 2018 on June 29, 2018;

AND WHEREAS Section 257.70 of the Education Act, R.S.O. 1990, c. E.2 (the “Act”), provides for amendments to education development charges by-laws;

AND WHEREAS the Halton Catholic District School Board requires amendments to Education Development Charges By-law, 2018;

AND WHEREAS in accordance with the Act, the background study for Education Development Charges By-law, 2018 has been made available to the public;

AND WHEREAS the Halton Catholic District School Board has made available to the public sufficient information to allow the public to understand the proposed amendments to Education Development Charges By-law, 2018;

AND WHEREAS the Halton Catholic District School Board has given notice of the proposed amendments to Education Development Charges By-law, 2018 in accordance with the Act and Ontario Regulation 20/98;

AND WHEREAS an opportunity was given to interested parties to provide comments and submissions to the Halton Catholic District School Board in respect of this amending by-law;

NOW THEREFORE, THE HALTON CATHOLIC DISTRICT SCHOOL BOARD HEREBY ENACTS AS FOLLOWS:

1. Section 3 of Education Development Charges By-law, 2018 is hereby repealed and replaced with the following:
    - (1) Subject to subsections 3(2) to 3(6), inclusive, this by-law applies to all lands in the Region.
    - (2) This by-law shall not apply to lands that are owned by and are used for the purposes of:
      - (a) the Region or a local board thereof;
      - (b) a municipality or a local board thereof;
      - (c) a board as defined in section 257.53(1) of the Act;
-

- (d) a public hospital receiving aid under the *Public Hospitals Act*, R.S.O. 1990, c. P.40;
  - (e) a place of worship owned by a religious organization that is exempt from taxation under the *Assessment Act* that is used primarily as a place of public worship;
  - (h) a cemetery or burying ground that is exempt from taxation under the *Assessment Act*; and
  - (i) Metrolinx.
- (3) Subject to subsection (4), an owner shall be exempt from education development charges if a development on its lands would construct, erect, or place a building or structure, or make an addition or alteration to a building or structure for one of the following purposes:
- (a) a private school;
  - (b) a long-term care home, as defined in the *Long-Term Care Homes Act, 2007*;
  - (c) a retirement home, as defined in the *Retirement Homes Act, 2010*;
  - (d) a hospice or other facility that provides palliative care services;
  - (e) a child care centre, as defined in the *Child Care and Early Years Act, 2014*;
  - (f) a memorial home, clubhouse or athletic grounds owned by the Royal Canadian Legion.
- (4) If only a portion of a building or structure, or an addition or alteration to a building or structure, referred to in subsection (3) will be used for a purpose identified in that subsection, only that portion of the building, structure, addition or alteration is exempt from an education development charge.
- (5) An owner shall be exempt from education development charges if the owner is,
- (a) a college of applied arts and technology established under the *Ontario Colleges of Applied Arts and Technology Act, 2002*;
  - (b) a university that receives regular and ongoing operating funds from the Government of Ontario for the purposes of post-secondary education;
  - (c) an Indigenous Institute prescribed for the purposes of section 6 of the *Indigenous Institutes Act, 2017*;

- (6) This by-law shall not apply to non-residential agricultural buildings or structures that are owned by and are used for the purposes of a bona fide farming operation.

2. Section 9 of Education Development Charges By-law, 2018 is hereby repealed and replaced with the following:

Subject to the provisions of this by-law, an education development charge per dwelling unit shall be imposed upon the designated categories of residential development and the designated residential uses of land, buildings or structures, including a dwelling unit accessory to a non-residential use, and, in the case of a mixed-use building or structure, upon the dwelling units in the mixed-use building or structure. The education development charge per dwelling unit shall be in the following amounts for the periods set out below:

- (i) July 4, 2018 to May 18, 2019 - \$2,269.00;
- (ii) May 19, 2019 to July 3, 2019 - \$2,569.00;
- (iii) July 4, 2019 to July 3, 2020 - \$2,869.00;
- (iv) July 4, 2020 to July 3, 2021 - \$3,169.00;
- (v) July 4, 2021 to July 3, 2022 - \$3,469.00;
- (vi) July 4, 2022 to July 3, 2023 - \$3,769.00.

3. Section 12 of Education Development Charges By-law, 2018 is hereby repealed and replaced with the following:

Subject to the provisions of this by-law, an education development charge per square foot of gross floor area of non-residential development shall be imposed upon the designated categories of non-residential development and the designated non-residential uses of land, buildings or structures and, in the case of a mixed use building or structure, upon the non-residential uses in the mixed-use building or structure. The education development charge per square foot of gross floor area shall be in the following amounts for the periods set out below:

- (i) July 4, 2018 to May 18, 2019 - \$0.58;
- (ii) May 19, 2019 to July 3, 2019 - \$0.61;
- (iii) July 4, 2019 to July 3, 2020 - \$0.64;
- (iv) July 4, 2020 to June 5, 2021 - \$0.67;
- (v) June 6, 2021 to July 3, 2021 - \$0.88
- (vi) July 4, 2021 to July 3, 2022 - \$0.98;
- (vii) July 4, 2022 to July 3, 2023 - \$1.08.

4. For greater certainty, Education Development Charges By-law, 2018, remains in full force and effect subject to the amendments thereto described in Sections 1, 2 and 3 of this amending by-law.
5. This amending by-law shall come into force on June 6, 2021.

ENACTED AND PASSED this 1st day of June, 2021

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Chairperson

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Director of Education and Secretary

# Halton Catholic District School Board & Halton District School Board 2018 Education Development Charge By-law

## 2021 Amendment

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The Halton Catholic District School Board (HCDSB) passed an Education Development Charge (“EDC”) By-law on June 30, 2018 and the Halton District School Board (HDSB) passed an EDC By-law on June 29, 2018. Both EDC By-laws came into force on July 4, 2018. The by-laws replaced the 2013 EDC by-laws. The 2018 EDC by-laws were enacted at the rates in force under the 2013 by-laws of:

\$2,269.00 per residential dwelling unit and \$0.58 per square foot of non-residential gross floor area for the Halton Catholic District School Board and \$4,364.00 per residential dwelling unit and \$1.11 per square foot of non-residential gross floor area for the Halton District School Board.

During 2017/18 EDC renewal process, certain changes were made to the legislation that governs EDCs. In particular, the Minister of Education enacted Ontario Regulation 438/18, which effectively froze EDCs at the rates that were in effect on August 31, 2018.

In the Spring of 2019, further EDC legislative changes were made, with the inclusion of a provisional phase-in of proposed EDC rates. School boards could increase existing residential EDC rates per dwelling unit by \$300 or by 5% of the existing rate, whichever is greater. In addition, in the second year of the by-law and each subsequent year, the rate could increase a further \$300 or 5% of the previous year’s EDC rate. Similarly, a school board could also increase its non-residential EDC rate by 5% of the existing rate; in the second year of the by-law and each subsequent year, the non-residential rate could be increased by a further 5% of the previous year’s rate.

The ability to annually increase residential and non-residential EDC rates is subject to prescribed maximums, which are the proposed rates described in the Boards’ 2018 EDC Background Study of \$3,648 per dwelling unit and \$0.83 per square foot of non-residential gross floor area for the HCDSB and \$4,892 per dwelling unit and \$1.11 per square foot of non-residential gross floor area for the HDSB.

As a result, the Boards were permitted to increase residential EDC rates per dwelling unit by \$300 and their non-residential rates per square foot by 5% and did so by amending their EDC by-laws with new amended by-laws coming into force on May 19 and May 20, 2019 for the HCDSB and the HDSB, respectively. The amended bylaws with phased-in rates as well

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as the proposed or 'maximum' rates are provided in the tables below. Table 1 sets out the amended rates and provide the annual permitted phased-in rates (assuming the annual increase of \$300 to the residential rate and 5% to the non-residential rate).

Table 1

HALTON CATHOLIC DISTRICT SCHOOL BOARD EDC PHASE-IN RATES							
	2018 EDC RATE	May 19, 2019 - July 3, 2019	July 4, 2019 - July 3, 2020	July 4, 2020 - July 3, 2021	July 4, 2021 - July 3, 2022	July 4, 2022 - July 3, 2023	PROPOSED RATE
RESIDENTIAL	\$ 2,269	\$ 2,569	\$ 2,869	\$ 3,169	\$ 3,469	\$ 3,648	\$ 3,648
NON-RESIDENTIAL	\$ 0.58	\$ 0.61	\$ 0.64	\$ 0.67	\$ 0.70	\$ 0.74	\$ 0.83

HALTON DISTRICT SCHOOL BOARD EDC PHASE-IN RATES							
	2018 EDC RATE	May 20, 2019 - July 3, 2019	July 4, 2019 - July 3, 2020	July 4, 2020 - July 3, 2021	July 4, 2021 - July 3, 2022	July 4, 2022 - July 3, 2023	PROPOSED RATE
RESIDENTIAL	\$ 4,364	\$ 4,664	\$ 4,892	\$ 4,892	\$ 4,892	\$ 4,892	\$ 4,892
NON-RESIDENTIAL	\$ 1.11	\$ 1.11	\$ 1.11	\$ 1.11	\$ 1.11	\$ 1.11	\$ 1.11

In late 2019, after the school boards had amended their EDC bylaws, the Government implemented additional legislative changes which further amended the EDC Regulation, which is Ontario Regulation 20/98. One such change permitted the non-residential EDC rate to be increased annually by the greater of 5% or \$0.10 per square foot. Previously, the non-residential rate could only be increased by 5% annually. Table 2 outlines the permitted annual increases for both the residential and non-residential rates, incorporating the legislative changes.

Table 2

HCDSB						
EDC Permitted Phase-In Rates						
	2018 EDC Charge	Year 1	Year 2	Year 3	Year 4	Year 5
Residential Rate	\$ 2,269	\$ 2,569	\$ 2,869	\$ 3,169	\$ 3,469	\$ 3,769
Non-Residential Rate	\$ 0.58	\$ 0.68	\$ 0.78	\$ 0.88	\$ 0.98	\$ 1.08
HDSB						
EDC Permitted Phase-In Rates						
	2018 EDC Charge	Year 1	Year 2	Year 3	Year 4	Year 5
Residential Rate	\$ 4,364	\$ 4,664	\$ 4,964	\$ 5,264	\$ 5,564	\$ 5,864
Non-Residential Rate	\$ 1.11	\$ 1.21	\$ 1.31	\$ 1.41	\$ 1.51	\$ 1.52

At the time the legislation was changed, the HDSB was already at its non-residential maximum rate and this change would have no impact on its rate. The HCDSB, however, had a non-residential EDC rate that was phased-in on the premise of 5% annual increases rather than the now permitted increases of \$0.10 per year. As a result, in the Spring of 2020 the HCDSB considered an amendment to its EDC to include the new phase-in of non-residential rates.



As part of the amendment process and consistent with both Board's annual commitment to reviewing land value assumptions, an appraiser was retained by the Boards in 2020 and instructed to review the current land values compared to what was assumed in the 2018 EDC Background Study. The appraiser determined that values were indeed consistent with the 2018 EDC Background Study and did not require updating at that time. It was thus determined to move forward with an EDC amendment to incorporate the legislative changes to the non-residential phase-in (as well as other new legislative exemptions that will be discussed later in this report). The Board's would not be amending land values or the EDC 'maximum' rates as part of the amendments that were being considered. However, the COVID pandemic temporarily paused those proceedings and the considered EDC amendments were put on hold.

In the Winter of 2020, the School Boards determined that it was an appropriate time to reconsider the EDC amendments that were being contemplated in the Spring of 2020. The School Boards also concluded that market conditions and the time that had elapsed since the initial EDC amendment analysis necessitated an additional review of land values and hired the firm of Cushman and Wakefield to provide an update to the appraised per acre values contained in the Board's 2018 EDC Background Study.

Cushman and Wakefield prepared reports for each School Board and the reports have an effective date of January 1, 2021 and contain the methodologies, approach and background to the new appraised land values. Table 3 contains the new per acre land values by municipality and can be found below. A comparison to values used in the 2018 Background Study has also been included.

Table 3

<b>Municipality</b>	<b>2018 EDC By-law</b>	<b>2021 EDC Amendment</b>	<b>2018-21 % Difference</b>
<b>Oakville</b>	<b>\$ 2,370,000</b>	<b>\$ 2,830,000</b>	<b>19%</b>
<b>Milton</b>	<b>\$ 1,810,000</b>	<b>\$ 2,320,000</b>	<b>28%</b>
<b>Halton Hills</b>	<b>\$ 1,590,000</b>	<b>\$ 2,020,000</b>	<b>27%</b>

The original land values in the 2018 EDC Background Study were \$2.37M per acre in Oakville, \$1.8M per acre in Milton and \$1.59M in Halton Hills. The land values used in the 2021 EDC Amendment are approximately 19% higher in Oakville, 28% higher in the Town of Milton and 27% in Halton Hills. In addition to providing updated land values, the appraiser also provided an updated land escalation factor that is used to adjust the price of land (for the term of the EDC bylaw only). The annual land escalation factor used in the 2018 EDC was 4% and the new factor used in the 2021 amendment is 5% per annum.

The Board's EDC consultant recalculated the EDC rates, incorporating the increases to the aforementioned land values as well as updating each Board's EDC reserve fund to reflect



current balances. The analysis resulted in an increase to the proposed or 'maximum' rates that were set out in the 2018 EDC Background Study. The new proposed 'maximum' rates are included in Table 4 and compared with the 2018 EDC 'maximum' rates. The new proposed 'maximum' rates increased by approximately 43%-46% for the HCDSB and by approximately 34%-37% for the HDSB, largely because of the increase in land values.

Table 4

School Board	2018 Proposed Maximum EDC Rates	2021 Proposed Maximum EDC Amended Rates
<b>HCDSB Residential</b>	\$ 3,648	\$ 5,215
<b>HCDSB Non-Residential</b>	\$ 0.83	\$ 1.21
<b>HDSB Residential</b>	\$ 4,892	\$ 6,539
<b>HDSB Non-Residential</b>	\$ 1.11	\$ 1.52

Utilizing the existing EDC maximum rates and considering the legislative provisions available in 2019, the HCDSB would reach their EDC residential maximum rate of \$3,648 and a maximum non-residential rate of \$0.74 in year 5 of the bylaw (Table 1). The HDSB has already reached the 'maximum' residential and non-residential rates as per the 2018 EDC study of \$4,892 on the residential rate and \$1.11 on the non-residential rate (Table 1).

The new proposed 'maximum' rates would not impact the legislated permitted phase-in of rates identified earlier in this report (i.e., \$300 residential maximum per year (or 5%) and \$0.10 non-residential maximum per year (or 5%)). The 'maximum' rates are only applicable in situations where the EDC rates reach the 'maximum' rate prior to the permitted phase-in rate. For example, in the case of the HDSB the legislated phased-in residential rates could reach as high as \$5,864 by year 5 of the bylaw (Table 2) however are currently capped at \$4,892 – the existing 'maximum' rate. The new amended proposed 'maximum' rate of \$6,539 would allow the Board to charge the full phased-in EDC residential rates permitted under the legislation.

The Boards are thus proposing to amend their EDC by-laws to increase the 'maximum' rates. Table 5 outlines the proposed phase-in of EDC rates based on the new 'maximum' rates and phase-in rates consistent with the most recent EDC legislation. The HCDSB residential EDC rate would remain unchanged from the current rate of \$3,169 and would be consistent with the existing phase-in rates until year 5 of the bylaw where the rate could then increase to \$3,769 compared with the existing cap of \$3,648 in year 5. For the non-residential rate, the existing rate of \$0.67 per square foot of gross floor area could be increased to \$0.88 for year 3 of the bylaw and then increasing to \$0.98 for year 4 and \$1.08 for the final year of the bylaw.

For the HDSB, the existing residential rate of \$4,892 could be increased to \$5,264 for year 3 of the bylaw and then \$5,564 for year 4 and \$5,864 for the final year. The existing non-residential EDC rate for the HDSB is \$1.11 and could be increased to \$1.41 for year 3 of the bylaw and then \$1.51 for year 4 of the bylaw. In year 5, the Board's non-residential EDC



rate reached the proposed 'maximum' and would be capped at \$1.52 for the final year of the bylaw.

Table 5

HCDSB							
Proposed EDC Phase-In Rates							
		Year 1	Year 2	Year 3	Year 4	Year 5	
	2018 EDC RATE			June 6, 2021 - July 3, 2021	July 4, 2021 - July 3, 2022	July 4, 2022 - July 3, 2023	New Proposed Maximum Rate
Residential	\$ 2,269			\$ 3,169	\$ 3,469	\$ 3,769	\$ 5,215
Non-Residential	\$ 0.58			\$ 0.88	\$ 0.98	\$ 1.08	\$ 1.21

HDSB							
Proposed EDC Phase-In Rates							
		Year 1	Year 2	Year 3	Year 4	Year 5	
	2018 EDC RATE			June 7, 2021 - July 3, 2021	July 4, 2021 - July 3, 2022	July 4, 2022 - July 3, 2023	New Proposed Maximum Rate
Residential	\$ 4,364			\$ 5,264	\$ 5,564	\$ 5,864	\$ 6,539
Non-Residential	\$ 1.11			\$ 1.41	\$ 1.51	\$ 1.52	\$ 1.52

In addition to amending the EDC bylaws to increase the 'maximum' charge and permit greater annual increases to the EDC rates, Board staff are also proposing an amendment to incorporate additional EDC exemptions that were included as part of the legislative changes referenced earlier in this report. The changes to the EDC Regulation implemented several mandatory exemptions from EDCs. Those exemptions are as follows:

- (i) private school;
- (ii) long-term care home, as defined in the *Long-Term Care Homes Act, 2007*;
- (iii) retirement home, as defined in the *Retirement Homes Act, 2010*;
- (iv) hospice or other facility that provides palliative care services;
- (v) child care centre, as defined in the *Child Care and Early Years Act, 2014*;
- (vi) memorial home, clubhouse or athletic grounds owned by the Royal Canadian Legion;
- (vii) college of applied arts and technology established under the *Ontario Colleges of Applied Arts and Technology Act, 2002*;
- (viii) university that receives regular and ongoing operating funds from the Government of Ontario for the purposes of post-secondary education;
- (ix) Indigenous Institute prescribed for the purposes of section 6 of the *Indigenous Institutes Act, 2017*.

Certain ownership requirements apply to the exemptions listed in clauses (vii), (viii) and (ix) above.

Board staff are preparing information reports for their respective Board of Trustees recommending that the Boards amend their 2018 EDC by-laws to implement the changes described above. All dates provided below are tentative and due to the recent COVID-19 measures could change or be postponed.



HCDSB staff intends to present their report to their Board of Trustees on May 18, 2021, which will recommend that the Board enact an amending by-law on June 1, 2021. Should the Board pass an amending EDC by-law as recommended, such by-law would come into force on the fifth day after it is passed, with collection of the increased rates commencing on June 7, 2021 (5 days after the bylaw is June 6 which is a Sunday).

HDSB staff intends to present their report to their Board of Trustees on May 19, 2021, which will recommend that the Board enact an amending by-law on June 2, 2021. Should the Board pass an amending EDC by-law as recommended, such by-law would come into force on the fifth day after it is passed (June 7, 2021).

If there are any questions or comments, please advise Board staff as soon as possible. Contacts for the school board are provided below:

**Branko Vidovic**  
**Senior Manager**  
**HCDSB**  
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**L7R 2Y2**  
[vidovicb@hcdsb.org](mailto:vidovicb@hcdsb.org)

**Fred Thibeault**  
**General Manager Of Planning**  
**HDSB**  
**PO Box 5005 STN LCD 1**  
**Burlington, ON**  
**L7R 3Z2**  
[thibeaultf@hdsb.ca](mailto:thibeaultf@hdsb.ca)



## Regular Board Meeting

## Information Report

Student Trustees Update	Item 10.1
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to the strategic priorities:

**Achieving:** Meeting the needs of all learners

**Believing:** Celebrating our Catholic faith & aspiring to be models of Christ

**Belonging:** Embracing relationships & sustaining safe, welcoming schools

### Believing

The Student Senate continues to aspire to be models of Christ by making sure all students feel safe, welcomed, and loved. The Wellbeing Committee began its social media initiative for the Mental Health Month of May, to promote mental wellbeing through connection. Additionally, a student trustee representative has continued to work with the Student-Led Equity Group at our board to ensure that student voice is taking action during Asian Heritage Month by helping to promote resources and spread awareness about the topic.

### Belonging:

The Student Senate concluded the Wear Your Cause On Your Sleeve Campaign (WYCOYS). This event was designed to spread awareness on a variety of different topics around the world. Individual schools and Senates were encouraged to talk about and educate students on issues such as Animal Cruelty, Access to Clean Water, Racial and Religious Discrimination, World Hunger, and Mental Health.

Report Prepared & Submitted by: N. Gubert  
Student Trustee, North Halton

K. Kelly  
Student Trustee, Burlington

Report Approved by: P. Daly  
Director of Education and Secretary of the Board



## Regular Board Meeting

## Information Report

Release of the 2021-22 Grants for Student Needs (GSN) and Revenue Update	Item 10.2
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

To provide the Board with information regarding the release of the 2021-22 Grants for Student Needs and an update on forecasted GSN revenues for the 2021-22 Budget.

### Background Information

- 1) Information Report 10.5, “2021-2022 Budget Estimates - Schedule and Consultation” from the February 2, 2021, Regular Meeting of the Board.
- 2) Information Report 10.4, “2021-22 Budget Survey Results” from the April 6, 2021, Regular Meeting of the Board.

### Comments – GSN Release

The Ministry announced the release of the GSN on Tuesday, May 4, 2021.

The following Ministry Memoranda related to the GSN has been issued:

- Memorandum 2021: B08 “2021-22 Grants for Student Needs (GSN) Funding”, dated May 4, 2021 (Appendix A)
- Memorandum 2021: B09 “Capital Funding for the 2021-22 School Year”, dated May 4, 2021 (Appendix B)
- Memorandum 2021: B10 “2021-22 Priorities and Partnership Funding (PPF)” and Appendix A – 2021-22 Priorities and Partnerships Funding Allocations”, dated May 4, 2021 (Appendix C-1 and C-2)
- Memorandum 2021: SB06 “Special Education Grant and Mental Health Funding Changes for 2021-22”, dated May 4, 2021 (Appendix D)
- Memorandum 2020: SB07 “Student Transportation – Grants for Student Needs, 2021-22”, dated May 4, 2021 (Appendix E)
- Memorandum 2021: SB08 “2021-22 Estimates (District School Boards)”, dated May 4, 2021 (Appendix F)



- Ministry of Education, Education Funding “Grant for Student Needs Projections for the 2021-22 School Year”, Spring 2021 (Appendix G)
- Ministry of Education, Education Funding “Technical Paper 2021-22”, Spring 2021 (Appendix H)
- Memorandum 2021: B07 “Planning for the 2021-22 School Year”, dated May 4, 2021 (Appendix I)

Additional publications and reporting instruments expected but not released include Grants for Student Needs – Legislative Grants for the 2021–2022 School Board Fiscal Year regulation, and additional 2021-22 PPFs, which include Halton Catholic District School Board (HCDSB) funding allocations.

Provincially, the GSN is projected at \$25.6 billion for 2021-22, representing a \$561.0 million or 2.2% increase over 2020-21 Revised Estimates (excluding the Stabilization Allocation funding relating to the COVID-19 Pandemic). The average per-pupil funding is increasing by \$152 (or 1.2%) to \$12,686 (excluding the Stabilization Allocation funding relating to the COVID-19 Pandemic).

### **Additional Highlights from the 2021-22 GSN Memorandum**

#### **1) Technology Resources**

- a. New “Student Technology Devices” funding, estimated at approximately \$240,000 for Halton Catholic District School Board (HCDSB).

#### **2) Mental Health Supports**

- a. New “Supporting Student Mental Health Allocation” grant, estimated at approximately \$160,000 for HCDSB.

#### **3) Recent Immigrant Supplement**

- a. Due to the temporary decline in recent immigrant enrollment due to the COVID-19 pandemic and closed borders, provincially \$79.6 million is being provided to supplement the Recent Immigrant Component of the English as a Second Language/English Literacy Development (ESL/ELD) allocation.

#### **4) Online Learning**

- a. The Ministry is updating the funding methodology for online courses by adjusting benchmarks for classroom teacher staffing based on a differentiated funded average class size for online and in-person learning.

#### **5) Non-Staff Operations Funding (Utilities etc.)**

- a. 2% increase to the benchmark.

#### **6) Some former PPFs have been transferred into the GSNs, which stabilizes the funding for these programs**

- a. Specialists High Skills Major also known as SHSM (\$470,000);
- b. After-Schools Skills Development Programs, also known as ASSD (\$94,000).



**7) Compensation**

- a. GSN has been updated to reflect a 1% increase for all staff (except Directors, Superintendents, Executive Officers, Principals and Vice-Principals). The Ministry will also provide benefits funding that varies by employee group.

**8) Central Employer Bargaining Agency Fees**

- a. GSN is being revised to better reflect the trustees' association cost structure since the introduction of the School Boards Collective Bargaining Act, 2014. HCDSB's increase is \$12,400 for 2021-22.

**9) Calculation of In-Year Deficit for Balanced Budget Compliance**

- a. Changes to the calculation to reduce school board and Ministry administrative burden.

**10) School Renewal Grant and School Condition Improvement Grant (Capital for school improvements)**

- a. Decreased funding of approximately \$600,000.

**11) Temporary Accommodation (Portables)**

- a. Decreased funding of approximately \$2,200,000.

**12) Non-Staff Operations Funding (Utilities etc.)**

- a. 2% increase to the benchmark.

**13) Supports for Students Funding (part of Collective Agreements)**

- a. Will continue into 2021-22.

**Highlights from the 2021-22 Priorities and Partnerships Fund Memorandum - \$288 Million to Education Partners Province-Wide with \$122.2 million directly to School Boards**

**NOTE:** Province has included \$60.1 million of the \$122.2 million allocations in the memorandum, with an additional \$62.1 million to be allocated later in the year.

*PPF Part A: summary of HCDSB's allocation of the initial \$60.1 million province-wide allocations:*

- **Educators Autism AQ Subsidy (HCDSB's allocation is \$10,800)**
  - To support teacher participation in the Teaching Students with Communication Needs (ASD) AQ Course.
- **Math Strategy (HCDSB's allocation is \$269,500)**
  - Used to hire a board-based Math Learning Lead;
  - Support the implementation of the new de-streamed Grade 9 math course;
  - Support the implementation of the elementary math curriculum.



- **Parents Reaching Out Grants (HCDSB's allocation is \$39,900)**
  - Funding to continue for 2021-22.
- **Learning and Innovation Fund for Teachers (HCDSB's allocation is \$45,000)**
  - Support teacher collaboration, learning and sharing effective practices within schools, within boards and across the province.
- **Well-Being and Mental Health Bundle (HCDSB's allocation is \$42,700)**
  - To meet local needs and priorities, including safe, healthy, inclusive and accepting learning environments.

*PPF Part B: summary of provincially announced but unallocated PPFs including an estimate of HCDSB's allocations (estimated 1.60% of provincial allocation for HCDSB):*

- **Math**
  - Math Strategy – Additional Qualifications
    - Provincial Allocation: \$4.0 Million;
    - Estimated HCDSB Allocation: \$64,000.
- **Indigenous Education**
  - Indigenous Graduation Coach (may not be allocated to HCDSB)
    - Provincial Allocation: \$3.92 Million;
    - Estimated HCDSB Allocation: \$63,000.
  - Aboriginal Youth Entrepreneurship Program (may not be allocated to HCDSB)
    - Provincial Allocation: \$0.27 Million;
    - Estimated HCDSB Allocation: \$4,000.
- **Special Education**
  - Developmental Disabilities Pilot: Student Transitions (may not be allocated to HCDSB)
    - Provincial Allocation: \$0.48 Million;
    - Estimated HCDSB Allocation: \$8,000.
- **Student Pathways**
  - Expansion of Specialist High Skills Major (SHSM)
    - Provincial Allocation: \$13.2 Million;
    - Estimated HCDSB Allocation: \$211,000.
  - The Skilled Trades Bursary Program
    - Provincial Allocation: \$1.0 Million;
    - Estimated HCDSB Allocation: \$16,000.
- **Supporting Student Potential**
  - Graduation Coach Program for Black Students (may not be allocated to HCDSB)
    - Provincial Allocation: \$2.94 Million;



- Estimated HCDSB Allocation: \$47,000.
- Transportation Supports for Children and Youth in Care
  - Provincial Allocation: \$6.6 Million;
  - Estimated HCDSB Allocation: \$106,000.
- Human Rights and Equity Advisors
  - Estimated HCDSB Allocation: \$86,000.
- Demographic Data Gathering
  - Provincial Allocation: \$2.5 Million;
  - Estimated HCDSB Allocation: \$40,000.
- Culturally Relevant and Responsive Pedagogy
  - Provincial Allocation: \$0.59 Million;
  - Estimated HCDSB Allocation: \$9,000.
- Guidance and Career Education AQ Subsidies
  - Provincial Allocation: \$0.69 Million;
  - Estimated HCDSB Allocation: \$11,000.
- Pilot to Support Early Intervention in Math for Students with Special Education Needs (Grades 4-6)
  - Provincial Allocation: \$2.45 Million;
  - Estimated HCDSB Allocation: \$39,000.
- **System Support and Efficiencies**
  - Broadband Modernization Program (BMP)
    - Provincial Allocation: \$8.37 Million;
    - Estimated HCDSB Allocation: \$134,000.
  - New Teacher Induction Program – Enhancing Teacher Development Fund (NTIP-ETD)
    - Provincial Allocation: \$1.0 Million;
    - Estimated HCDSB Allocation: \$16,000.
  - Excellence in Education Administration Fund
    - Provincial Allocation: \$10.8 Million;
    - Estimated HCDSB Allocation: \$173,000.

The updated 2021-22 Budget Estimates Schedule is also attached as Appendix J.

## Comments – Planning for the 2021-22 School Year

On May 4, 2021, the Ministry also announced Memorandum 2021: B07 “Planning for the 2021-22 School Year” (Appendix I). This memo outlines funding allocation and planning assumptions relating to the COVID-19 Pandemic. It is important to note that **the funding allocation listed below is currently confirmed only for half the year**; boards are expected to budget for half the resource for the first half of the year. The Ministry will confirm the availability of the second half of the funding in the fall of 2021, pending vaccine distribution and public health advice



**1) PPF - Additional Staffing Supports**

- a. School boards may use this funding to support teachers, early childhood educators, educational assistants, custodians, school-based administrative support, principals, and vice-principals to facilitate smaller cohorts, physical distancing, enhanced cleaning, and remote learning delivery.
- b. HCDSB Allocation: \$5.4 million (\$2.7 million confirmed; remaining \$2.7 million to be confirmed in fall of 2021 pending vaccine distribution and public health advice).

**2) PPF – Additional School Operations Support**

- a. To address the need to operate ventilation systems longer and replace filters more frequently. Funding will be allocated to provide for a 2% increase to the non-staff school operations benchmark in recognition of additional costs for non-staff operations related to COVID-19. A further 1.25% will be provided to support costs related to enhanced filtration.
- b. HCDSB Allocation: \$0.5 million (\$0.25 million confirmed; remaining \$0.25 million to be confirmed in fall of 2021 pending vaccine distribution and public health advice).

**3) PPF – Transportation**

- a. For enhanced cleaning protocols and other health and safety measures in student transportation.
- b. HCDSB Allocation: \$0.6 million (\$0.3 million confirmed; remaining \$0.3 million to be confirmed in fall of 2021 pending vaccine distribution and public health advice).

**4) PPF – Special Education Supports**

- a. For special education supports.
  - i. HCDSB Allocation: \$0.262 million (\$0.131 million confirmed; remaining \$0.131 million to be confirmed in fall of 2021 pending vaccine distribution and public health advice).
- b. For mental health supports.
  - i. HCDSB Allocation: \$0.386 million (\$0.193 million confirmed; remaining \$0.193 million to be confirmed in fall of 2021 pending vaccine distribution and public health advice)..

**5) PPF – Re-Engaging Students and Reading Assessment Supports**

- a. Learning recovery and renewal.
- b. HCDSB Allocation: \$0.36 million (total \$0.36 million is available for the year – this allocation is NOT dependent on vaccine distribution or public health advice).

**6) PPF – Connectivity Supports**

- a. Supports for remote learning technology, such as improvements to connectivity within school buildings.
- b. HCDSB Estimated Allocation: \$0.32 million (estimated total of \$0.32 million is available for the year – this allocation is NOT dependent on vaccine distribution or public health advice).



## Comments – GSN Revenue

The Ministry announced the release of the GSN on May 4, 2021, and at the same time, the Education Financial Information System (EFIS) was made available, which is used to calculate and confirm HCDSB's 2021-22 estimated revenues. Currently, staff is calculating revenue and examining expenses using the EFIS reporting tool to provide Trustees with a complete overview of the 2021-22 Budget.

## Conclusion

Staff has presented the significant changes that impact Ministry funding for the 2021-22 school year. The total revenue and expenses are currently being examined to determine the overall budgetary impact on HCDSB. Staff will present budget findings and recommend solutions at upcoming board meetings in June 2021.

Report Prepared by:	A. Cross Senior Manager, Financial Services
Report Reviewed by:	A. Lofts Superintendent of Business Services and Treasurer of the Board
Report Submitted by:	A. Lofts Superintendent of Business Services and Treasurer of the Board
Report Approved by:	P. Daly Director of Education and Secretary of the Board

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**2021:B08**

**Date:** May 4, 2021

**Memorandum To:** Directors of Education  
Senior Business Officials  
Secretary/Treasurers of School Authorities

**From:** Andrew Davis  
Assistant Deputy Minister  
Education Labour and Finance Division

**Subject:** **2021–22 Grants for Student Needs Funding**

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I am writing to provide you with information about the Ministry of Education's Grants for Student Needs (GSN) funding for 2021–22. This information is being provided in conjunction with the release of the 2021–22 school year allocations for the Priorities and Partnerships Funding (PPF) and the ministry's 2021–22 COVID-19 supports that provides for another year of resources totalling more than \$1.6 billion. At this time, school boards are expected to budget for approximately half of these resources where the remaining resources will be confirmed by the ministry in the Fall, if needed for the second half of the year. This continued support builds upon more than \$1.6 billion in resources made available in 2020–21 to support the safe reopening and operation of schools across Ontario. More information on the above PPF investments can be found in 2021:B07 and 2021:B10.

GSN funding for 2021–22 is projected to be \$25.6 billion, an increase of 2.2 per cent, while the average provincial per-pupil funding is projected to be \$12,686 in 2021–22, which is an increase of \$152 or 1.2 per cent from 2020–21<sup>1</sup>.

This year's GSN includes updates to COVID-19 supports, changes to how online learning classes are funded, transfers from PPF, enhanced accountability measures, and ongoing investments to

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<sup>1</sup> Excludes GSN stabilization funding for 2020–21.

reflect the third year of the labour agreements. This year's GSN also includes technical and other routine updates.

As noted in memorandum 2021: B04 *2021–22 School Year*, school boards should take a conservative approach in their planning for the 2021–22 school year given the uncertainty in enrolment.

## **A. COVID-19 SUPPORTS IN THE 2021-22 GSN**

In 2020: B08 *2020–21 Grants for Student Needs Funding*, the ministry announced an investment of \$25 million to support extraordinary costs related to the COVID-19 outbreak in the 2020–21 school year. This was included in the more than \$1.6 billion in resources available in 2020–21. Starting in 2021–22, in recognition of the continuing need for additional funding for technology resources and mental health supports, the ministry is now planning for these allocations to be ongoing elements within the GSN.

Additionally, there will be other time-limited supports through the Language Grant in the GSN (outlined below) demonstrating the government's ongoing support for the health, safety and well-being of students and staff during the pandemic. For further details on COVID-19 resources for 2021–22 through both the GSN and PPF, please see the April 27, 2021: B07 memo from Minister Lecce and Deputy Minister Naylor, Planning for the 2021–22 School Year.

### **Technology Resources - Moving to the Pupil Foundation Grant (PFG) and Geographic Circumstances Grant (GCG)**

The ministry will provide \$14.9 million in 2021–22 to support technology-related costs. This continued funding will help to replace some devices that may be out-of-date and support the procurement of additional student devices.

This funding is provided through a new Student Technological Devices per-pupil amount (\$7.11) for students in Kindergarten to Grade 12 in the PFG, with a Student Technological Devices Top-Up Allocation within the GCG to ensure every school board receives a minimum amount of \$50,000.

### **Mental Health Supports - Moving to the Mental Health and Well-Being Grant**

The ministry will provide \$10.1 million in 2021–22 to support student mental health to foster the continued learning and well-being of students. This is in addition to \$49.0 million through PPF for special education, mental health and well-being and equity initiatives for temporary COVID-19 funding supports.

This funding is provided through a new Supporting Student Mental Health Allocation within the Mental Health and Well-Being Grant.

School boards may use this funding for the following student mental health related purposes:

- employ mental health professionals to directly support students
- provide professional learning and training for educators, school-based mental health professionals, and system leaders

- collaborate with community mental health providers to ensure pathways to care for students requiring more intensive supports are available
- student engagement opportunities regarding mental health
- the collection, analysis and reporting of student mental health related information

Funding will be provided to school boards through a per-board amount (\$100,858) and a per-pupil amount (\$1.34). School boards have the flexibility to utilize this funding to address local priorities both at the elementary and secondary panels to support student mental health.

### **Recent Immigrant Supplement**

Due to the extraordinary and temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic and closed borders, \$79.6 million in time-limited mitigation funding is being provided to supplement the Recent Immigrant Component of the English as a Second Language/English Literacy Development (ESL/ELD) Allocation (for English-language school boards) and the Programme d'appui aux nouveaux arrivants (PANA) Allocation (for French-language school boards). This funding is expected to help school boards continue to offer the same level of support to students requiring ESL/ELD and PANA programs.

The Recent Immigrant Supplement will ensure school boards generate minimum funding based on total weighted enrolment for each of the four years that generated funding through the ESL/ELD Recent Immigrant Component and the PANA Allocation in their 2019–20 Financial Statements. School boards will generate top-up funding to get to this minimum if actual weighted enrolment falls below this level.

## **B. ONLINE LEARNING AND REMOTE LEARNING**

### **Online Learning**

The ministry is updating the funding methodology for online courses by adjusting benchmark funding for classroom teacher staffing through the Secondary Pupil Foundation Allocation and related grants based on a differentiated funded average class size for online and in-person learning.

In 2020–21, the Online Learning Adjustment Allocation was based on the number of credits offered in 2017–18, funded at an average class size of 30. To align the policy with the funding benchmarks, beginning this year the secondary benchmark will use a funded average credit load of 7.5 credits per pupil split between online learning (approximately 0.081) and in-person learning (approximately 7.419). The online learning credit load benchmark assumes approximately 8% of secondary students will take one course online in 2021–22. For planning purposes, school boards can anticipate the participation rate to be adjusted to approximately 16% in 2022–23 and 26% in 2023–24. These planning assumptions may be reviewed based on experience and policy objectives.

Under this new approach, the Online Learning Adjustment in the Cost Adjustment and Teacher Qualifications and Experience Grant has been eliminated.

## **Remote Learning**

As noted in *2021:B04 2021–22 School Year*, school boards that are planning to deliver remote learning through virtual schools in 2021–22 should use the existing secondary class size average for staffing fully remote classes. Hybrid models should also apply in-person class size requirements.

## **C. KEEPING UP WITH COSTS**

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

## **D. PPF TRANSFERS TO GSN**

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, the following three PPF allocations will be transferred into the GSN:

### **Specialist High Skills Major (SHSM) \$23.6M**

SHSM programs support Grade 11 and 12 students in gaining sector-specific skills, knowledge and training in the context of education and career/life planning activities that assist them in their planning and transition from secondary school to apprenticeship training, college, university, or the workplace.

This allocation will be transferred and consolidated within the existing SHSM Allocation of the Learning Opportunities Grant. The SHSM amounts will be set out in the *Grants for Student Needs – Legislative Grants for the 2021–2022 School Board Fiscal Year* regulation and adjusted in-year as necessary to reflect updated enrolment data.

### **After-School Skills Development (ASSD) Programs \$6.1M**

ASSD Programs implemented by school boards provide students with autism spectrum disorder (ASD) and other students with special education needs who may benefit from the program with additional targeted skills development opportunities, outside of the instructional day, to better equip them for classroom success and to achieve other outcomes such as improved social and communication skills. This allocation will be transferred to, and enveloped within, the existing Behaviour Expertise Amount (BEA) Allocation of the Special Education Grant.

### **Integrated Services for Northern Children (ISNC) \$1.44M**

The ISNC funding supports the coordinated assessment, consultation and treatment services on a multi-agency, multi-ministry basis to children and youth with physical, psychological and educational challenges in under-served rural and remote communities in Northern Ontario. This allocation will be transferred into the Northern Adjustment category, under the Measures of Variability component of the Differentiated Special Education Needs Amount within the Special Education Grant. ISNC funding will flow to the lead school board of each of the three regional Northern Adjustment cooperatives, to support regionally determined special education

priorities that are addressed through joint, innovative and cost-effective special education programs and services, including in under-served rural and remote communities.

## **E. ENHANCED ACCOUNTABILITY MEASURES**

### **Indigenous Education and the Program Leadership Grant (PLG)**

The Indigenous Education Grant (IEG) is being adjusted to include greater accountability measures and is being streamlined as follows:

- The Indigenous Languages Allocation and First Nations, Métis and Inuit Studies Allocation will be enveloped. School boards will be required to spend the allocations on each program and the use of any funding surplus beyond what is needed to run these courses is to be reported through the Board Action Plan (BAP). School boards are required to deliver these programs if a minimum of eight secondary pupils of the board enroll in the course.
- The Indigenous Education Lead position funding, previously funded through both the Per-pupil Amount (PPA) Allocation in the IEG and PLG, will now be fully funded through the PLG. Each school board will continue to generate 1.0 Supervisory Officer salary and benefits benchmark and will also generate 10.44 per cent in travel and professional development. The remaining PPA Allocation will be realigned within the IEG to become a component of the BAP Allocation, which will continue to be enveloped.
  - School boards continue to be required to spend at least half of the benchmark on the lead salary and benefits, and any remainder will be transferred to the BAP for current or future years' IEG spending.
  - As in previous years, the Indigenous Education Lead must be a full-time position and must be dedicated. Job splitting is not permitted, unless an exemption is requested by the school board in writing and approved by the Indigenous Education Office.

The ministry would also like to remind school boards that children and youth in care of children's aid societies (including First Nation's Caring Societies) may choose to attend a First Nation school, under the Reciprocal Education Approach (REA), subject to a First Nation school's admission policies. The REA requires that school boards provide funding support for students, who would ordinarily be eligible to be pupils of the board to attend a First Nation school when requirements and eligibility criteria are met.

### **Library Staffing**

The ministry will be introducing additional requirements to enhance reporting for library staffing funding to get greater insight into how school boards are using the funding. School boards that are not fully utilizing this funding on library purposes will be asked for a multi-year plan highlighting their vision and next steps to address any underspending in this area.

## **F. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) MANDATORY REQUIREMENT**

Starting in 2021–22, the ministry is requiring that a newly revised PLAR process be available for all eligible adult learners (mature students). The PLAR process provides recognition of adult learning towards the Ontario Secondary School Diploma, where relevant and appropriate, and helps to minimize duplication of learning required. This enables the student to more quickly earn a high school diploma, expediting their goal to gain employment, improve their employment situation, or participate in further education or training.

The ministry will provide additional details through the release of a revised Policy/Program Memorandum (PPM) 132: Prior Learning Assessment and Recognition (PLAR) for Mature Students in the spring of 2021.

## **G. PLANNING FOR THE FUTURE**

### **Student Transportation**

In 2020, the ministry launched a review of student transportation, which aims to achieve a more equitable, efficient, and needs-based student transportation system in Ontario. While the review is underway, the overall Student Transportation Grant will be maintained at the previous year's funding level, with adjustments for enrolment growth.

### **School Board Administration and Governance and Secondary Class Size Accountability Requirements**

As noted in 2020:B08 *2020–21 Grants for Student Needs Funding*, the ministry is reviewing accountability requirements for compliance with the school board administration and governance enveloping provision and the secondary provisions of the Class Size Regulation (O. Reg. 132/12). The ministry aims to complete this review for the 2022–23 school year.

Starting in 2022–23, the class size compliance framework will be expanded to include the secondary provisions of Ontario Regulation 132/12 - *Class Size*.

## **H. ONGOING IMPLEMENTATION AND OTHER CHANGES**

### **Labour Funding**

The ministry will adjust salary benchmarks<sup>2</sup> by one per cent. The ministry will also provide benefits funding that vary by employee group, reflecting central agreements, which include up to one per cent increases for benefits' plan maintenance or improvements and additional inflationary increases. The Supports for Students Fund (SSF) will also continue, and all funds should be used consistent with the central agreement obligations.

Funding also continues to be available through the Teacher Job Protection Fund for classroom teachers, if needed, in relation to the changes to class sizes in 2019–20 and 2020–21.

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<sup>2</sup> Does not include directors of education, senior administration staff, principals or vice-principals

### **Retirement Gratuities**

This is the tenth year of a 12-year phase-out of the retirement gratuities resulting in a reduction in the benefits funding benchmarks. This 0.167 per cent reduction will be applied to the benefits benchmarks in the foundation grants with equivalent adjustments to the benchmarks in the supplemental grants to reflect the reduction in benefits funding.

For school boards that provided one-time payouts of retirement gratuities in 2015–16, funding will continue to be recovered from school boards in 2021–22. This recovery, which began in 2016–17, will be over the estimated average remaining service life of school board employees eligible for retirement gratuities as at August 31, 2012. The funding recovered from school boards will be to the extent that school boards received funding from the ministry and to the extent that school boards reported a one-time gain in the early payout of retirement gratuities in 2015–16.

### **School Operations Allocation - Supplementary Area Factor**

This is the third year of the five-year phase-in of updates to the Supplementary Area Factor for base school facility operations, within the School Facility Operations and Renewal Grant, to reflect a secondary class size of 23.

### **Additional Educational Software Licensing**

The per-pupil amount is being increased to \$0.84 and the minimum amount per school board is being increased to \$50,000 through the top-up allocation. These funds are being given directly to school boards, as the ministry's last term-limited licences for digital learning tools expire, to help support their own choice and purchase of licences. This funding is for digital tools that support learning in and outside of the classroom and is provided through a per-pupil component in the Pupil Foundation Grant, with a top-up allocation within the Geographic Circumstances Grant.

### **Central Employer Bargaining Agency Fees**

The Central Employer Bargaining Agent Fees Allocation is being revised to better reflect the trustees' associations' cost structures since the introduction of the *School Boards Collective Bargaining Act, 2014* (SBCBA). The 2021–22 GSN reflects funding amounts per district school board which are based on the maximum annual revenue of their respective trustees' association. Starting in 2022–23, the district school boards funding amounts will be adjusted each year based on a number of factors, including changes to the GSN benchmarks and each trustees' association's total annual expenses.

As part of this revision, the Central Employer Bargaining Agency Fees – Supplemental (\$1.2 million) PPF is being transferred and consolidated within the existing Central Employer Bargaining Agency Fees Allocation within the GSN.

### **Parent Engagement Allocation - Moving to the School Foundation Grant (SFG)**

The Parent Engagement Allocation is provided to support the parent engagement activities of a school board's Parent Involvement Committee and school councils. This committee and these school councils support the implementation of a wide range of policies, programs, strategies, and initiatives that involve parents. Moving the Parent Engagement Funding Allocation from

the School Board Administration and Governance Grant (SBAGG) to the SFG will better delineate funding for parent engagement based on local needs since the SFG provides school-based funding for in-school administration and leadership.

### **Capital Planning Capacity (CPC) Allocation – Moving to the School Facility Operations and Renewal Grant**

The CPC program supports school boards in acquiring additional resources to undertake a range of capital planning-related activities. To better reflect the purpose of this allocation, the CPC Allocation is being moved from the SBAGG to the School Facility Operations and Renewal Grant, which addresses the costs of operating school facilities (heating, lighting, maintaining, and cleaning) as well as the costs of repairing and renovating schools.

### **Asset Management Software Allocation**

School boards are provided with this funding to offset the cost of licensing and related fees associated with approved software that supports the implementation of effective renewal programs and tracks school condition over time. An update on this funding will be provided at a later point in time, pending completion of procurement. As such, amounts are not yet allocated on a board-by-board basis.

### **Non-Instructional Spaces Amount - Moving to the School Facility Operations and Renewal Grant**

Funding for the Non-Instructional Spaces Amount is being moved from the SBAGG into the School Operations Allocation of the School Facility Operations and Renewal Grant. This funding is provided to support the operating costs of non-instructional spaces such as teacherages in isolate board school authorities that were merged with and continued as district school boards in 2009. As of the 2021–22 school year, three district school boards continue to maintain such non-instructional spaces as part of their facility inventory which they acquired when they merged with isolate board school authorities. The allocations provided to the three district school boards will be set out in the *Grants for Student Needs – Legislative Grants for the 2021–2022 School Board Fiscal Year* regulation.

### **Calculation of In-Year Deficit for Balanced Budget Compliance**

To reduce school board and ministry administrative burden and simplify the calculation of in-year deficit for different purposes, O. Reg. 488/10 *Determination of Boards' Surpluses and Deficits* will be amended to exempt the following three adjustments from the calculation of in-year deficit for balanced budget compliance purposes:

- The amortization of accumulated surplus set aside to offset the amortization of unfunded employee future benefits
- The amortization of accumulated surplus set aside to offset the amortization expense of committed capital spending funded by school boards' accumulated surplus
- The amortization of accumulated surplus set aside to offset the difference between sinking fund interest earned and the amortization expense of the assets supported by the sinking fund debentures

As a result of the change above, a corresponding change is being made to O. Reg 280/19 *Calculation of Maximum In-Year Deficit* where these three adjustments will no longer be exempted from the calculation of the adjusted in-year deficit.

## I. CAPITAL

Details of capital funding programs are provided in a separate memorandum, 2021:B09.

### School Renewal

The ministry is committed to supporting healthy and safe learning environments. For the upcoming school year, the ministry will continue to invest approximately \$1.4 billion to maintain and improve the condition of schools. This investment is in addition to almost \$700 million in combined federal-provincial funding provided under the COVID-19 Resilience Infrastructure Stream of the Investing in Canada Infrastructure Program.

## J. ISOLATE BOARD SCHOOL AUTHORITIES

As in previous years, funding for isolate board school authorities will be adjusted, as appropriate, to reflect changes in funding to district school boards. As such, funding for isolate board school authorities may include adjustments to some of the items presented in this memorandum. The ministry will provide further information to isolate board school authorities concerning their 2021–22 funding, through an updated Addendum to 2021–22 Technical Paper for Isolate Board School Authorities in the near future.

## K. REPORTING

### Dates for Submission of Financial Reports

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

Date	Description
June 30, 2021	School Board Estimates for 2021–22
November 15, 2021	School Board Financial Statements for 2020–21
November 19, 2021	School Board Enrolment Projections for 2022–23 to 2025–26
December 15, 2021	School Board Revised Estimates for 2021–22
May 13, 2022	School Board Financial Report for September 1, 2021 to March 31, 2022

### Rural and Northern Education Funding (RNEF) – Schools List

By June 30, 2021, school boards must submit to the ministry the list of all the additional schools, approved by board of trustees' motion, to be eligible to spend the RNEF Allocation on these specific schools. Please submit these motions along with the list of these additional schools to [EDULABFINANCE@ontario.ca](mailto:EDULABFINANCE@ontario.ca) including the school name, School Facilities Inventory System (SFIS) number, Campus ID, Board School Identification number (BSID) and panel (elementary/secondary). **Please include "RNEF" in the subject line of your email.**

## L. INFORMATION RESOURCES

If you require further information, please contact:

Subject	Contact	Email
Additional Educational Software Licensing	Jennifer Chan	<a href="mailto:jennifer.Chan3@ontario.ca">jennifer.Chan3@ontario.ca</a>
Benefits Trusts Funding, Central Employer Bargaining Agency Fees Allocation, and Retirement Gratuities	Romina Di Pasquale	<a href="mailto:romina.dipasquale@ontario.ca">romina.dipasquale@ontario.ca</a>
Capital Priorities and Project Accountability	Paul Bloye	<a href="mailto:paul.bloye@ontario.ca">paul.bloye@ontario.ca</a>
Financial Accountability and Reporting Requirements	Med Ahmadoun	<a href="mailto:med.ahmadoun@ontario.ca">med.ahmadoun@ontario.ca</a>
Indigenous Education	Taunya Paquette	<a href="mailto:taunya.paquette@ontario.ca">taunya.paquette@ontario.ca</a>
Operating Funding	Paul Duffy	<a href="mailto:paul.duffy@ontario.ca">paul.duffy@ontario.ca</a>
Prior Learning Assessment and Recognition & Specialist High Skills Major	Dianne Oliphant	<a href="mailto:dianne.oliphant@ontario.ca">dianne.oliphant@ontario.ca</a>
School Renewal	Andrea Dutton	<a href="mailto:andrea.dutton@ontario.ca">andrea.dutton@ontario.ca</a>
Special Education / Student Mental Health	Claudine Munroe	<a href="mailto:claudine.munroe@ontario.ca">claudine.munroe@ontario.ca</a>
Student Transportation	Mehul Mehta	<a href="mailto:mehul.mehta@ontario.ca">mehul.mehta@ontario.ca</a>

General questions regarding the 2021–22 GSN release can be emailed to:

[EDULABFINANCE@ontario.ca](mailto:EDULABFINANCE@ontario.ca)

## M. OTHER GSN MATERIALS

For further information, please see the 2021–22 Education Funding Technical Paper and GSN Projections for the 2021–22 School Year, which are available on the [Education Funding webpage](#).

## N. NOTICE

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act* or other legislation as required. 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.

In closing, the ministry would like to acknowledge the ongoing work of school board teams to support students, families and the broader community during this challenging time. The ministry looks forward to working closely with you to facilitate the next school year.

Sincerely,

Original signed by

Andrew Davis  
Assistant Deputy Minister  
Education Labour and Finance Division

**Ministry of Education**

Capital and Business Support  
Division

315 Front Street West  
15<sup>th</sup> Floor  
Toronto ON M7A 0B8

**Ministère de l'Éducation**

Division du soutien aux  
immobilisations et aux affaires

315, rue Front Ouest  
15<sup>e</sup> étage  
Toronto (Ontario) M7A 0B8

**2021: B09**

**Date:** May 4, 2021

**Memorandum to:** Directors of Education  
Senior Business Officials  
Secretary/Treasurers of School Authorities

**From:** Didem Proulx  
Assistant Deputy Minister of Education  
Capital and Business Support Division

**Subject** Capital Funding for the 2021-22 School Year

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As a follow up to memorandum 2021:B08, this memo provides details related to 2021-22 school year capital funding and application-based programs and policies:

1. Funding for School Renewal
2. School Operations Allocation
3. Capital Planning Capacity
4. Lease or Sale of Site/Property
5. Site Acquisition
6. Temporary Accommodation Allocation
7. Capital Priorities
8. Early Years Capital Program
9. Capital Accountability
10. Major Capital Project Progress Report
11. Signage
12. Communications Protocol

## **1. Funding for School Renewal**

The ministry is committed to supporting healthy and safe learning environments for our students and staff. Over the previous school year, annual funding for school renewal has supported HVAC improvements, roof repairs and renewal of building electrical and plumbing systems.

For the 2021-22 school year, the ministry will be investing approximately \$1.4 billion through the following two programs.

- School Condition Improvement at \$940 million; and
- School Renewal Allocation projected to be approximately \$373 million.

This investment is in addition to almost \$700 million in combined federal-provincial funding provided under the COVID-19 Resilience Infrastructure Stream of the Investing in Canada Infrastructure Program.

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

School Condition Improvement is a capital renewal program that allows school boards to revitalize and renew aged building components that have exceeded or will exceed their useful life cycle. Items eligible for SCI funding are identified through the ministry's School Facility Condition Assessment Program.

For the 2021-22 school year, the ministry will allocate \$940 million to school boards through this program. As in prior years, 2021-22 SCI funding has been allocated in proportion to a school board's total assessed five-year renewal needs (relative to the provincial total) and reflects assessment results from 2019. Only school facilities (school board owned or capital lease) that were open and operating in the 2020-21 school year are considered for funding.

The ministry would like to remind school boards of the appropriate use of SCI funds. School boards are required to direct 70 per cent of their SCI funds to address major building components (e.g., foundations, roofs, windows) and systems (e.g., plumbing and heating, ventilation and air conditioning). The remaining 30 per cent of SCI funding can continue to address the above listed building components or, alternatively, building interiors and surrounding site components (e.g., 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. 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.

Please see Appendix A for individual school board SCI allocations.

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

The School Renewal Allocation is a multi-faceted program that allows school boards to revitalize and renew aged building systems and components. This includes roof replacement and replacing of aged HVAC systems. The program also allows school boards to undertake capital improvements (e.g., install new building automation systems and air-conditioning systems, address program-related needs and invest in accessibility-related enhancements such as ramps, elevators, electronic door opening systems). In addition, SRA also allows school boards to address maintenance requirements such as painting, roof patching and pavement/parking repairs.

While school boards are provided the above flexibility under SRA, the ministry encourages school boards to prioritize SRA expenditures to address facility condition, health and safety, and general code requirements (including accessibility).

For the 2021-22 school year, the ministry is projecting the funding allocation to be \$373 million.

Please see Appendix A for individual school board SRA allocations.

### ***Renewal Expenditures on Leased Properties***

For additions, alterations or improvements to a school building acquired under a lease, school boards are required to seek minister's approval.

Note that school boards:

- Are required to advise the Minister of the sale, disposition or lease, where the lease exceeds a year, of any of its schools; and
- Require the approval of the Minister to enter into an agreement with a university, college of a university, or the board of governors of a polytechnical institute or of a college of applied arts and technology, in respect of the provision, maintenance and use of educational or recreational facilities on the property of either of the parties to the agreement.

### ***Renewal Accountability***

The ministry expects that school boards will spend their renewal funds on schools that need to remain open and operating. For schools that are scheduled to be closed or are under consideration for closure, renewal funds should only be used to address renewal needs that could compromise the continuing operation of these schools in the short term (including any health and safety considerations). Renewal funds cannot be spent on administrative or operations buildings, on a community hub or to increase the gross floor area of a school facility.

Please see Appendix B for summary guidelines of eligible expenditures under the SCI and SRA programs.

Note: The use of renewal funds is subject to audit. All capital expenditures must be reported in VFA.facility. The ministry may follow up on reported expenditures. Failure to provide details when requested will result in either claw back or the ministry withholding funds.

## **2. School Operations Allocation**

The School Operations Allocation allows school boards to address the cost of operating school facilities (e.g., heating, lighting, maintaining, cleaning). For the 2021-22 school year, funding under this allocation is projected to be approximately \$2.2 billion.

Updates for the 2021-22 school year include:

- A two per cent increase to the non-staff portion of the School Operations Allocation benchmark, to help school boards manage increases in commodity prices (electricity, natural gas, facility insurance, and other costs).

- The ministry will continue the third year of the 5-year phase-in of the Supplementary Area Factors (SAF), for both elementary and secondary, started in the 2019-20 school year (20 per cent per year).
  - Revisions to the board-specific elementary and secondary Supplementary Area Factors (SAFs) align with proposed changes of secondary class loadings of 23.
  - Changes only apply to base school operations.

See Appendix C for SAFs based on the proposed changes to secondary class size.

### 3. Capital Planning Capacity (CPC)

The CPC program is intended to:

- Help school boards develop capital plans to effectively manage their schools;
- Identify and develop potential facility partnership opportunities in underutilized schools that have been deemed by the board as being viable to support such arrangements; and
- Provide support to hire third-party mediation services to facilitate municipal/board planning discussions and to support cooperative planning.

For the 2021-22 school year, school board funding levels under the CPC program will be maintained from the previous year.

See Appendix D to review your funding under this program.

### 4. Lease or Sale of Site/Property

Please note that the following is for your information and does not constitute legal advice. For advice on how the law applies to your situation, you may wish to seek legal advice.

Boards are reminded that the *Education Act* provides opportunities for school boards to lease, sell, or otherwise dispose of real property. Ministerial approval may be required in certain instances.

Under section 194 (3) (a) of the *Education Act*, if a board proposes to lease, sell or otherwise dispose of property that is surplus to the board's requirements, a school board is required to follow Ontario Regulation 444/98 - Disposition of Surplus Real Property and Acquisition of Real Property (O. Reg. 444/98).

Under section 194 (3) (b) of the *Education Act* a school board is required to seek ministerial approval if it proposes to lease, sell or otherwise dispose of any of its property as part of a plan to provide accommodation for pupils on all or part of its property that is the subject of its proposal.

The provisions above are not intended to be exhaustive. When leasing or selling property, school boards are expected to seek their own legal advice to assess applicability of the *Education Act* and accompanying regulations.

## **5. Site Acquisition**

School boards are reminded that they are now required to provide the ministry with advance notification of all site acquisitions, expropriations and leases, and that the Minister has the authority to deny the transaction. This requirement applies to all site acquisitions, whether funded through ministry provided funding, Education Development Charge revenues, or otherwise. School boards are to complete and submit the Site Acquisition Notification form to their Capital Analyst. The Minister's 60-day window to respond to a school board's site acquisition notification will begin with the ministry's receipt of a satisfactorily completed Site Acquisition Notification form with other supporting documents. For those school board requests that accompany the Site Acquisition Notification, such as a request for funding or an exemption to apply Proceeds of Disposition to the acquisition, the ministry review period may be longer than the required 60-day period and as such it is recommended that school boards take this into account when submitting these types of requests.

For the 2021-22 school year, the ministry will continue to provide funding support to school boards for the acquisition of land for ministry approved capital projects. School boards may request this funding support from the ministry at any time during the year through the completion and submission of the Site Acquisition Notification form to their Capital Analyst.

The ministry is also requesting that school boards engage with local municipal governments before purchasing land and before finalizing any plans about future school investments.

## **6. Temporary Accommodation Allocation**

For 2021-22, the ministry will continue to fund \$40 million for Temporary Accommodation (TA) Allocation in proportion to school boards' historical share of temporary accommodation activity. This funding may be used for portable moves, leases and purchases, as well as for lease costs for permanent instructional space.

To ensure fair and accurate temporary accommodation funding in future years, it is recommended that school boards reflect any changes to their portable inventory in the School Facilities Inventory System before October 31 of each year.

See Appendix E to review your funding under this program.

As a reminder, a board can also use its School Renewal Allocation to support the repair/retrofit and replacement of existing portables due to condition. Boards are encouraged to use their Temporary Accommodation allocation prior to directing Renewal allocation funds towards existing portable costs. Renewal funding cannot be used for net new portables that would increase the board's inventory.

## **7. Capital Priorities Program**

As part of the government's 10-year commitment to education infrastructure, the Capital Priorities Program provides funding for capital projects for new or expanded schools to address local accommodation pressures, replace schools in poor condition, consolidate underutilized schools, address the needs of under-served French-language rights holders, and create new or renovated licensed child care spaces in schools as part of the larger school capital project.

As outlined in Memorandum 2021: B05– Launch of 2021-22 Capital Priorities Program including Child Care Capital Funding, the Ministry of Education invited school boards to submit requests for funding consideration through the 2021-22 Capital Priorities program to address their highest priority capital needs. Requests are to be submitted through the SFIS system by May 21, 2021.

## **8. Early Years Capital Program**

The Early Years Capital Program (EYCP) serves as the primary means for capital funding requests associated with school-based child care centre capital projects not associated with a larger school capital project which address school boards' and municipalities' child care capital needs.

As outlined in Memorandum 2020: B25 - Request for EYCP Funding, the Ministry of Education invited school boards and Consolidated Municipal Service Managers / District Social Services Administration Boards (CMSMs/DSSABs) to submit requests for funding to support capital costs associated with child care centre additions and/or renovation projects which are not associated with a larger school construction project. The ministry anticipates making announcements of approved EYCP projects in the near future.

## **9. Capital Accountability**

The funding approved for major capital construction projects through the Capital Priorities and Child Care Capital programs represents a significant investment in school infrastructure by the Government of Ontario. School boards are responsible and will be held accountable for measures to ensure that the cost and scope of any approved projects are within the approved funding amounts.

As a reminder, school boards must receive ministry approval if the total cost of a capital project exceeds the funding source amounts approved by the ministry. School boards are expected to ensure adequate controls are in place in managing project budgets. Furthermore, school boards are reminded that they are to seek a revised Approval to Proceed if they anticipate project costs to exceed their project's existing Approval to Proceed with the school board identifying additional funding sources to support the excess costs.

Excess costs incurred prior to receiving ministry approval may remain the responsibility of the school board and may impact future Capital Priorities project approvals for school boards. School boards are reminded to adhere to accountability rules regarding the use of renewal funds (see Appendix B for guidance).

If your school board chooses to amend the project scope of an approved major capital construction project, you are required to inform your Capital Analyst prior to engaging your architect regarding the new proposed scope to confirm whether a revised Minister's approval is required. School boards may not proceed with project designs for scope amended projects without ministry approval.

If your amended project requires additional ministry funding, the school board may be required to forfeit its project approval and re-submit a revised Capital Priorities business case with the alternative project scope.

In addition, any changes to the approved child care capital component of the project will require the approval of your Consolidated Municipal Service Manager or District Social Services Administration Board (CMSM or DSSAB) and you will be required to re-submit a revised Joint Submission – Capital Funding for Child Care form.

### ***Lean Review of the Capital Approval Process***

We appreciate the efforts in completing capital projects and want to ensure efficient ministry processes are in place to assist with their successful, timely completion while continuing to address sound accountability measures. As a result, the ministry has undertaken a Lean Review of the Capital Approval Process, including approvals for space templates and Approval to Proceed requests, for both school and child care projects. The review was led by the Lean Delivery Team within the Ontario Public Service and included feedback from school boards.

As a result of the review, the ministry has made a number of internal improvements with more changes to be implemented over the coming months which will be focused on the following areas:

- Create multiple streams:
  - Simple, low-risk files are routed into a fast-track process and approved at lower levels than complex, high-risk files.
  - Establishment of services delivery times for each stream based on complexity and number of approvals required.
- Clear expectations regarding submission quality & completeness.
- Early facilitated engagement sessions: Engaging school board staff prior to submission to create higher-quality submissions that will support complete submission requirements, minimizing the need for numerous follow-up questions and delays.
- Concurrent, not sequential reviews: Restructuring the review process to achieve efficiency through concurrent review of school board requests for applicable approvals, rather than sequential approvals.
- Improving tracking, visibility and accountability on status of school board requests.

Over the next couple of months, we will continue to work closely with school board officials on effectively implementing these changes that will support the delivery of capital projects. This includes providing updates on the progress of implementing these changes through the various committees.

## **10. Major Capital Project Progress Report**

Building on the major capital projects information collection in the Fall 2020, it is essential for the ministry to have an in-depth understanding of the status of the projects, the time to completion and the resulting multi-year funding requirements. This information serves as the base for the government's multi-year plan and is critical in minimizing reprofiling requirements that adversely impact allocation available in the future years.

The ministry plans to utilize the existing regular reporting periods to collect the information twice a year at the March Report and the Financial Statements. The objective is to minimize ad hoc requests, have a better understanding of on-the-ground activity (including planning), support provincial multi-year planning requirements for the annual budget and enhance general policy and program development.

## **11. Signage**

As indicated in Memorandum 2020: SB28 – Ontario Builds Signage for Capital Projects, for Capital Priorities and Early Years Capital and Child Care Capital projects, school boards are required to display Ontario Builds signage at the site of construction that identifies the financial support of the Government of Ontario.

For 2019-20 & 2020-21 Capital Priorities projects where sites are owned by school boards, signage is required to be installed on site by April 30, 2021. As a reminder, school boards are to submit digital proofs of signage to the ministry for approval prior to printing of signs. If you have not done so already, we are requesting that you submit the proofs as soon as possible to ensure sufficient time to meet the April 30, 2021 deadline.

For 2019-20 & 2020-21 Capital Priorities projects where sites are not currently owned by school boards, signage is required to be installed within 60 days of the date of site acquisition.

For projects approved prior to 2019-20, these projects are not required to have Ontario Builds signage, however, if a school board would like to post a sign for projects that are currently in the planning or construction phase, they are welcome to do so.

For all projects that currently have a BuildON sign, please remove the BuildON sign. If the work is still ongoing, and is anticipated to take longer than 6 months, please consider replacing the BuildON sign with a new Ontario Builds sign.

## 12. Communications Protocol

School boards are reminded to follow the ministry's updated communications protocol requirements for all ministry-funded major capital construction projects as outlined in Appendix F.

Should you have any questions related to the communication requirements, please contact the ministry's Communications Branch: [MinistryofEducation@ontario.ca](mailto:MinistryofEducation@ontario.ca).

### Key Contacts

Thank you for your ongoing cooperation. If you have any questions or require additional information, please contact:

Contact	Subject Area
Andrea Dutton, Director Capital Policy Branch (416) 500-8402 <a href="mailto:Andrea.Dutton@ontario.ca">Andrea.Dutton@ontario.ca</a>	Funding for School Renewal School Operations Allocation Capital Planning Capacity Program Child Care Capital Funding
Paul Bloye, Director Capital Programs Branch (416) 325-8589 <a href="mailto:Paul.Bloye@ontario.ca">Paul.Bloye@ontario.ca</a>	Capital Priorities Funding Land Priorities Funding Temporary Accommodation Allocation Capital Accountability

*Original Signed by*

Didem Proulx  
Assistant Deputy Minister  
Capital and Business Support Division

c: School Board Facilities Managers

## Appendix A: 2021–22 SCI and SRA Funding

Board ID	Board Name	SCI (\$)	SRA (projected) (\$)
1	District School Board Ontario North East	12,182,191	\$3,141,747
2	Algoma District School Board	10,937,434	\$3,283,099
3	Rainbow District School Board	11,321,682	\$3,247,027
4	Near North District School Board	3,705,655	\$2,705,743
5A	Keewatin-Patricia District School Board	6,987,019	\$1,970,097
5B	Rainy River District School Board	2,722,107	\$1,193,326
6A	Lakehead District School Board	7,170,418	\$2,336,444
6B	Superior-Greenstone District School Board	4,277,973	\$1,366,115
7	Bluewater District School Board	6,926,790	\$3,539,488
8	Avon Maitland District School Board	10,597,429	\$3,636,331
9	Greater Essex County District School Board	22,395,965	\$6,330,792
10	Lambton Kent District School Board	15,517,131	\$4,554,172
11	Thames Valley District School Board	45,944,588	\$13,898,298
12	Toronto District School Board	226,841,604	\$47,853,082
13	Durham District School Board	16,539,673	\$10,864,481
14	Kawartha Pine Ridge District School Board	11,957,271	\$6,478,762
15	Trillium Lakelands District School Board	9,440,279	\$3,432,235
16	York Region District School Board	21,811,395	\$17,752,816
17	Simcoe County District School Board	10,580,028	\$8,615,588
18	Upper Grand District School Board	8,950,428	\$6,241,332
19	Peel District School Board	41,026,324	\$21,577,074
20	Halton District School Board	17,206,018	\$10,436,962
21	Hamilton-Wentworth District School Board	17,315,245	\$8,647,720
22	District School Board of Niagara	16,349,605	\$7,830,780
23	Grand Erie District School Board	14,646,333	\$5,685,564
24	Waterloo Region District School Board	26,105,875	\$10,332,175
25	Ottawa-Carleton District School Board	39,610,054	\$14,877,393
26	Upper Canada District School Board	16,440,226	\$7,158,516
27	Limestone District School Board	16,366,511	\$4,507,978
28	Renfrew County District School Board	5,854,045	\$2,854,083
29	Hastings and Prince Edward District School Board	9,035,810	\$3,772,597
30A	Northeastern Catholic District School Board	2,595,954	\$1,043,131
30B	Nipissing-Parry Sound Catholic District School Board	1,498,599	\$891,226
31	Huron-Superior Catholic District School Board	2,343,963	\$1,209,603
32	Sudbury Catholic District School Board	4,937,356	\$1,400,005
33A	Northwest Catholic District School Board	269,810	\$701,542
33B	Kenora Catholic District School Board	1,381,953	\$559,967
34A	Thunder Bay Catholic District School Board	4,258,511	\$1,623,236
34B	Superior North Catholic District School Board	1,623,882	\$744,665
35	Bruce-Grey Catholic District School Board	1,201,751	\$1,013,939
36	Huron Perth Catholic District School Board	2,332,822	\$876,869
37	Windsor-Essex Catholic District School Board	9,267,229	\$3,493,433
38	London District Catholic School Board	4,987,722	\$3,757,615
39	St. Clair Catholic District School Board	3,451,587	\$1,556,936
40	Toronto Catholic District School Board	43,913,976	\$17,173,994
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	3,603,704	\$2,295,577
42	York Catholic District School Board	10,541,766	\$6,954,131

Board ID	Board Name	SCI (\$)	SRA (projected) (\$)
43	Dufferin-Peel Catholic District School Board	18,425,680	\$10,386,164
44	Simcoe Muskoka Catholic District School Board	3,621,190	\$3,163,209
45	Durham Catholic District School Board	4,859,913	\$3,088,259
46	Halton Catholic District School Board	4,344,921	\$4,972,226
47	Hamilton-Wentworth Catholic District School Board	6,738,601	\$4,801,552
48	Wellington Catholic District School Board	892,695	\$1,245,640
49	Waterloo Catholic District School Board	6,001,219	\$4,030,931
50	Niagara Catholic District School Board	11,912,710	\$3,751,054
51	Brant Haldimand Norfolk Catholic District School Board	2,193,544	\$1,796,335
52	Catholic District School Board of Eastern Ontario	3,716,117	\$2,146,002
53	Ottawa Catholic School Board	15,739,240	\$7,743,474
54	Renfrew County Catholic District School Board	4,202,014	\$1,102,915
55	Algonquin and Lakeshore Catholic District School Board	6,439,637	\$2,257,012
56	Conseil scolaire de district du Nord-Est de l'Ontario	718,303	\$902,640
57	Conseil scolaire public du Grand Nord de l'Ontario	4,026,687	\$1,251,953
58	Conseil scolaire Viamonde	8,892,824	\$2,924,784
59	Conseil des écoles publiques de l'Est de l'Ontario	4,338,493	\$2,934,178
60A	Conseil scolaire de district catholique des Grandes Rivières	12,679,686	\$3,096,321
60B	Conseil scolaire de district catholique Franco-Nord	3,193,500	\$1,045,288
61	Conseil scolaire de district catholique du Nouvel-Ontario	5,442,457	\$2,012,125
62	Conseil scolaire de district catholique des Aurores boréales	471,281	\$645,274
63	Conseil scolaire catholique Providence	3,694,191	\$1,893,066
64	Conseil scolaire catholique MonAvenir	7,364,220	\$2,914,870
65	Conseil scolaire de district catholique de l'Est ontarien	7,795,815	\$2,886,232
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	7,321,379	\$4,293,878

## Appendix B: Eligibility Criteria under SCI & SRA

Eligible Expenditures	SCI Restricted (70%)	SCI Unrestricted (30%)	SRA
Capital – Renew / Replace Components			
Substructure (e.g., foundations, basement walls)	Yes	Yes	Yes
Shell / Superstructure (e.g., roofs, exterior walls and windows)	Yes	Yes	Yes
Interiors (e.g., stairs, floor finishes, ceilings)	No	Yes	Yes
Services (e.g., plumbing, HVAC, fire protection and electrical)	Yes	Yes	Yes
Equipment & Furnishings (e.g., <u>fixed</u> items only)	No	Yes	Yes
Special Construction & Demolition (i.e., hazardous waste removal)	No	Yes	Yes
Building Sitework (e.g., parking lots, site lighting, pavements, site utilities)	No	Yes	Yes
Capital – Other			
Portables repair and retrofits	No	No	Yes (TA funds should be used first)
Additional portable purchase (i.e., adding to board inventory)	No	No	No
Program or accommodation related changes and retrofits (e.g., science labs converted into standard classroom)	No	No	Yes
New building enhancements: Non-renewal projects (e.g., accessibility, air conditioning, building automation systems, etc.)	No	No	Yes
Administrative facilities	No	No	No
Construction (e.g., changes to gross floor area or the replacement of existing building structures)	No	No	No
Salaries and wages for school board staff	No	No	No
Service debt (SRA only for previously encumbered debt. No allowance for new debt)	No	No	No
Moveable furniture and equipment (e.g. vehicles, furniture, equipment, computer hardware and computer software)	No	No	No
Community partners	No (should operate on cost-recovery basis)		
Outdoor Education Centre	Requires minister’s approval		
Leased Site	Requires minister’s approval		
Operating			
Maintenance (e.g., costs incurred to service or maintain the tangible capital asset until the end of its estimated useful life)	No	No	Yes (with board-specific caps)

## Appendix C: 2020-21 Supplementary Area Factors (SAFs)

Board ID	Board Name	Revised Elementary SAF	Revised Secondary SAF
1	District School Board Ontario North East	1.000	1.263
2	Algoma District School Board	1.000	1.193
3	Rainbow District School Board	1.000	1.164
4	Near North District School Board	1.000	1.120
5A	Keewatin-Patricia District School Board	1.000	1.069
5B	Rainy River District School Board	1.000	1.044
6A	Lakehead District School Board	1.047	1.027
6B	Superior-Greenstone District School Board	1.023	1.209
7	Bluewater District School Board	1.000	1.066
8	Avon Maitland District School Board	1.000	1.121
9	Greater Essex County District School Board	1.000	1.024
10	Lambton Kent District School Board	1.000	1.095
11	Thames Valley District School Board	1.000	1.092
12	Toronto District School Board	1.155	1.174
13	Durham District School Board	1.017	1.068
14	Kawartha Pine Ridge District School Board	1.000	1.123
15	Trillium Lakelands District School Board	1.000	1.020
16	York Region District School Board	1.000	1.064
17	Simcoe County District School Board	1.006	1.048
18	Upper Grand District School Board	1.000	1.038
19	Peel District School Board	1.000	1.021
20	Halton District School Board	1.000	1.045
21	Hamilton-Wentworth District School Board	1.009	1.032
22	District School Board of Niagara	1.000	1.097
23	Grand Erie District School Board	1.000	1.099
24	Waterloo Region District School Board	1.000	1.030
25	Ottawa-Carleton District School Board	1.073	1.131
26	Upper Canada District School Board	1.000	1.192
27	Limestone District School Board	1.000	1.245
28	Renfrew County District School Board	1.000	1.186
29	Hastings and Prince Edward District School Board	1.000	1.131
30A	Northeastern Catholic District School Board	1.014	1.629
30B	Nipissing-Parry Sound Catholic District School Board	1.101	1.078
31	Huron-Superior Catholic District School Board	1.000	1.104
32	Sudbury Catholic District School Board	1.004	1.106
33A	Northwest Catholic District School Board	1.000	1.000
33B	Kenora Catholic District School Board	1.000	1.000
34A	Thunder Bay Catholic District School Board	1.000	1.109
34B	Superior North Catholic District School Board	1.123	1.000

Board ID	Board Name	Revised Elementary SAF	Revised Secondary SAF
35	Bruce-Grey Catholic District School Board	1.006	1.087
36	Huron Perth Catholic District School Board	1.000	1.012
37	Windsor-Essex Catholic District School Board	1.000	1.097
38	London District Catholic School Board	1.000	1.040
39	St. Clair Catholic District School Board	1.002	1.000
40	Toronto Catholic District School Board	1.000	1.072
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1.009	1.084
42	York Catholic District School Board	1.003	1.031
43	Dufferin-Peel Catholic District School Board	1.000	1.013
44	Simcoe Muskoka Catholic District School Board	1.000	1.062
45	Durham Catholic District School Board	1.048	1.000
46	Halton Catholic District School Board	1.000	1.028
47	Hamilton-Wentworth Catholic District School Board	1.000	1.078
48	Wellington Catholic District School Board	1.000	1.002
49	Waterloo Catholic District School Board	1.000	1.066
50	Niagara Catholic District School Board	1.000	1.044
51	Brant Haldimand Norfolk Catholic District School Board	1.000	1.057
52	Catholic District School Board of Eastern Ontario	1.007	1.022
53	Ottawa Catholic School Board	1.066	1.040
54	Renfrew County Catholic District School Board	1.095	1.030
55	Algonquin and Lakeshore Catholic District School Board	1.050	1.040
56	Conseil scolaire de district du Nord-Est de l'Ontario	1.030	1.146
57	Conseil scolaire public du Grand Nord de l'Ontario	1.000	1.173
58	Conseil scolaire Viamonde	1.026	1.291
59	Conseil des écoles publiques de l'Est de l'Ontario	1.046	1.197
60A	Conseil scolaire de district catholique des Grandes Rivières	1.012	1.119
60B	Conseil scolaire de district catholique Franco-Nord	1.100	1.111
61	Conseil scolaire de district catholique du Nouvel-Ontario	1.000	1.082
62	Conseil scolaire de district catholique des Aurores boréales	1.000	1.685
63	Conseil scolaire catholique Providence	1.000	1.256
64	Conseil scolaire catholique MonAvenir	1.018	1.352
65	Conseil scolaire de district catholique de l'Est ontarien	1.000	1.013
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	1.023	1.129

## Appendix D: 2020-21 Capital Planning Capacity

Board ID	Board Name	CPC (\$)
1	District School Board Ontario North East	150,111
2	Algoma District School Board	150,111
3	Rainbow District School Board	150,111
4	Near North District School Board	150,111
5A	Keewatin-Patricia District School Board	111,123
5B	Rainy River District School Board	83,185
6A	Lakehead District School Board	150,111
6B	Superior-Greenstone District School Board	111,123
7	Bluewater District School Board	163,370
8	Avon Maitland District School Board	122,173
9	Greater Essex County District School Board	163,370
10	Lambton Kent District School Board	163,370
11	Thames Valley District School Board	198,728
12	Toronto District School Board	361,309
13	Durham District School Board	55,525
14	Kawartha Pine Ridge District School Board	163,370
15	Trillium Lakelands District School Board	163,370
16	York Region District School Board	66,758
17	Simcoe County District School Board	55,525
18	Upper Grand District School Board	46,217
19	Peel District School Board	80,238
20	Halton District School Board	55,525
21	Hamilton-Wentworth District School Board	179,392
22	District School Board of Niagara	207,330
23	Grand Erie District School Board	163,370
24	Waterloo Region District School Board	55,525
25	Ottawa-Carleton District School Board	235,269
26	Upper Canada District School Board	235,269
27	Limestone District School Board	135,432
28	Renfrew County District School Board	122,173
29	Hastings and Prince Edward District School Board	150,111
30A	Northeastern Catholic District School Board	111,123
30B	Nipissing-Parry Sound Catholic District School Board	83,185
31	Huron-Superior Catholic District School Board	111,123
32	Sudbury Catholic District School Board	32,095
33A	Northwest Catholic District School Board	32,095
33B	Kenora Catholic District School Board	83,185
34A	Thunder Bay Catholic District School Board	83,185
34B	Superior North Catholic District School Board	32,095

Board ID	Board Name	CPC (\$)
35	Bruce-Grey Catholic District School Board	32,095
36	Huron Perth Catholic District School Board	32,095
37	Windsor-Essex Catholic District School Board	122,173
38	London District Catholic School Board	135,432
39	St. Clair Catholic District School Board	38,514
40	Toronto Catholic District School Board	310,483
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	38,514
42	York Catholic District School Board	207,330
43	Dufferin-Peel Catholic District School Board	207,330
44	Simcoe Muskoka Catholic District School Board	46,217
45	Durham Catholic District School Board	38,514
46	Halton Catholic District School Board	46,217
47	Hamilton-Wentworth Catholic District School Board	46,217
48	Wellington Catholic District School Board	32,095
49	Waterloo Catholic District School Board	38,514
50	Niagara Catholic District School Board	46,217
51	Brant Haldimand Norfolk Catholic District School Board	122,173
52	Catholic District School Board of Eastern Ontario	122,173
53	Ottawa Catholic School Board	163,370
54	Renfrew County Catholic District School Board	111,123
55	Algonquin and Lakeshore Catholic District School Board	38,514
56	Conseil scolaire de district du Nord-Est de l'Ontario	32,095
57	Conseil scolaire public du Grand Nord de l'Ontario	111,123
58	Conseil scolaire Viamonde	46,217
59	Conseil des écoles publiques de l'Est de l'Ontario	122,173
60A	Conseil scolaire de district catholique des Grandes Rivières	178,050
60B	Conseil scolaire de district catholique Franco-Nord	32,095
61	Conseil scolaire de district catholique du Nouvel-Ontario	150,111
62	Conseil scolaire de district catholique des Aurores boréales	32,095
63	Conseil scolaire catholique Providence	94,234
64	Conseil scolaire catholique MonAvenir	46,217
65	Conseil scolaire de district catholique de l'Est ontarien	178,050
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	135,432

## Appendix E: 2021-22 Temporary Accommodation Allocation

DSB	School Board Name	Allocation (\$)
1	District School Board Ontario North East	-
2	Algoma District School Board	92,736
3	Rainbow District School Board	92,736
4	Near North District School Board	-
5A	Keewatin-Patricia District School Board	-
5B	Rainy River District School Board	92,736
6A	Lakehead District School Board	-
6B	Superior-Greenstone District School Board	-
7	Bluewater District School Board	375,816
8	Avon Maitland District School Board	69,552
9	Greater Essex County District School Board	718,704
10	Lambton Kent District School Board	46,368
11	Thames Valley District School Board	2,503,873
12	Toronto District School Board	510,048
13	Durham District School Board	741,888
14	Kawartha Pine Ridge District School Board	1,136,016
15	Trillium Lakelands District School Board	23,184
16	York Region District School Board	1,901,089
17	Simcoe County District School Board	2,757,756
18	Upper Grand District School Board	533,232
19	Peel District School Board	606,092
20	Halton District School Board	950,544
21	Hamilton-Wentworth District School Board	1,119,340
22	District School Board of Niagara	1,275,121
23	Grand Erie District School Board	324,576
24	Waterloo Region District School Board	1,542,301
25	Ottawa-Carleton District School Board	1,854,721
26	Upper Canada District School Board	185,472
27	Limestone District School Board	69,552
28	Renfrew County District School Board	326,816
29	Hastings and Prince Edward District School Board	208,656
30A	Northeastern Catholic District School Board	-
30B	Nipissing-Parry Sound Catholic District School Board	23,184
31	Huron-Superior Catholic District School Board	-
32	Sudbury Catholic District School Board	-
33A	Northwest Catholic District School Board	-
33B	Kenora Catholic District School Board	-
34A	Thunder Bay Catholic District School Board	-
34B	Superior North Catholic District School Board	-

DSB	School Board Name	Allocation (\$)
35	Bruce-Grey Catholic District School Board	670,018
36	Huron Perth Catholic District School Board	115,920
37	Windsor-Essex Catholic District School Board	192,009
38	London District Catholic School Board	1,715,617
39	St. Clair Catholic District School Board	278,208
40	Toronto Catholic District School Board	3,194,543
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	69,552
42	York Catholic District School Board	185,472
43	Dufferin-Peel Catholic District School Board	575,665
44	Simcoe Muskoka Catholic District School Board	510,048
45	Durham Catholic District School Board	958,442
46	Halton Catholic District School Board	2,017,009
47	Hamilton-Wentworth Catholic District School Board	301,392
48	Wellington Catholic District School Board	23,184
49	Waterloo Catholic District School Board	2,156,113
50	Niagara Catholic District School Board	92,736
51	Brant Haldimand Norfolk Catholic District School Board	602,784
52	Catholic District School Board of Eastern Ontario	162,288
53	Ottawa Catholic School Board	2,132,929
54	Renfrew County Catholic District School Board	129,289
55	Algonquin and Lakeshore Catholic District School Board	378,158
56	Conseil scolaire de district du Nord-Est de l'Ontario	418,858
57	Conseil scolaire public du Grand Nord de l'Ontario	47,914
58	Conseil scolaire Viamonde	705,560
59	Conseil des écoles publiques de l'Est de l'Ontario	440,496
60A	Conseil scolaire de district catholique des Grandes Rivières	-
60B	Conseil scolaire de district catholique Franco-Nord	-
61	Conseil scolaire de district catholique du Nouvel-Ontario	-
62	Conseil scolaire de district catholique des Aurores boréales	-
63	Conseil scolaire catholique Providence	592,093
64	Conseil scolaire catholique MonAvenir	370,598
65	Conseil scolaire de district catholique de l'Est ontarien	46,368
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	834,624

## Appendix F: Communications Protocol – Public Communications, Events and Signage

### Acknowledgement of Support

School boards are required to acknowledge the support of the Government of Ontario in proactive media-focused communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to:

- Reports
- Announcements
- Speeches
- Advertisements, publicity
- Promotional materials including, brochures, audio-visual materials, web communications or any other public communications.

This is not required for:

- Minor interactions on social media, including social media such as Twitter
- Reactive communications, such as media calls.

All public events and announcements regarding capital investments in the publicly funded education system are considered **joint** communications opportunities for the provincial government, the school board, as well as Consolidated Municipal Service Managers and District Social Service Administration Boards (CMSMs and DSSABs); and/or community partners.

### Issuing a Media Release

When issuing a media release or other media-focused communication, school boards, CMSMs/DSSABs, and or community partners must:

- Recognize the Ministry of Education's role in funding the project
- Contact the ministry to receive additional content for public communications, such as a quote from the minister.

You can **send your draft public communications to** [MinistryofEducation@ontario.ca](mailto:MinistryofEducation@ontario.ca) to obtain a quote or other information for your public product.

**Note:** The ministry may also choose to issue its own news release about various project milestones. If the ministry chooses to do so, school boards, CMSMs/DSSABs, and/or community partners will be notified.

### Invitations to the Minister of Education

#### Openings

School boards are to invite the Minister of Education to all openings of:

- New schools
- Additions that include new child care spaces, EarlyON Child and Family centres, or community hubs.

To invite the minister to your event:

- Send an email invitation as soon as possible to [minister.edu@ontario.ca](mailto:minister.edu@ontario.ca)
- Where appropriate please copy the ministry's regional manager in the Field Services Branch for your area
- Please do not move forward with your event until you have received a response from the ministry (you will be notified within 15 business days of the event as to the minister's attendance)
- Inform the ministry via the email address above if the date of your event changes.

**Note:** If the minister is unable to attend, your invitation may be shared with another government representative. Their office will contact you directly to coordinate details. Announcements do not need to be delayed to accommodate the minister. The goal is to make sure that the ministry is aware of the opportunity.

### All Other Events

For all other media-focused public events, (e.g. sod turnings):

- Send an invitation to the minister at [minister.edu@ontario.ca](mailto:minister.edu@ontario.ca) with **at least three weeks' notice**
- Copy the ministry's regional manager in the Field Services Branch, in your area, where appropriate.

**Note:** These "other" events should not be delayed to accommodate the minister. Only an invitation needs to be sent; a response is not mandatory to proceed.

### Ontario Builds Signage

**NEW** – The Government of Ontario is introducing Ontario Builds signage.

For approved Capital Priorities, Early Years Capital and Child Care Capital projects, school boards will be required to display Ontario Builds signage at the site of construction that identifies the financial support of the Government of Ontario.

School boards are responsible for the following:

- Producing and paying for Ontario Builds signage. For the Ontario Builds artwork and the visual identity guide, please access [www.ontario.ca/page/ontario-builds-templates](http://www.ontario.ca/page/ontario-builds-templates) for templates to create the signage.
  - o These are examples of project descriptions that could be used on the school board sign: "New school and child care centre," "New school," or "New school addition."
  - o For Francophone communities, consider producing both English and French signage.
- Providing the ministry with a digital proof of the sign which to be sent via email to [MinistryofEducation@ontario.ca](mailto:MinistryofEducation@ontario.ca). Ministry approval of the digital proof must be received *before* finalizing and physically producing Ontario Builds signage.
- Posting signs in a timely manner. Please ensure a sign is present at the construction site at all stages – before construction work starts and throughout construction.

- Displaying permanent sign(s) for major school and /or early years and child care projects identified by the ministry in a prominent location that does not obstruct traffic or cause safety concerns, particularly if the sign is located near roads. To avoid potential safety issues, school boards should ensure the appropriate provincial and municipal authorities are consulted on Ontario Builds signage.
- Removing the signage within six months of the completion of the project.
- Providing the ministry with a photograph after the sign has been installed; please send to [MinistryofEducation@ontario.ca](mailto:MinistryofEducation@ontario.ca).
- Maintaining the signage to be in a good state of repair for the duration of the project.

**Note:** For projects that are co-funded, such as by a municipality or the federal government, use the Ontario Builds visual identity guide for partnership signage. Also, please facilitate signage approval from the partners.

### **Contact**

Should you have any questions related to this communications protocol or Ontario Build signage, please send your questions via email to [MinistryofEducation@ontario.ca](mailto:MinistryofEducation@ontario.ca).

**Note:** This communications protocol does not replace school boards' existing partnership with the Ministry of Education's regional offices. Regional offices should still be regarded as school boards' primary point of contact for events and should be given updates in accordance to existing processes.

**Ministry of Education**

Deputy Minister

438 University Avenue, 5<sup>th</sup> Floor  
Toronto ON M7A 2A5**Ministère de l'Éducation**

Sous-ministre

438, avenue University, 5<sup>e</sup> étage  
Toronto (Ontario) M7A 2A5**2021: B10****Date:**

May 4, 2021

**Memorandum To:**Directors of Education  
Secretary/Treasurers of School Authorities**From:**Nancy Naylor  
Deputy Minister**Subject:****2021-22 Priorities and Partnerships Funding (PPF)**

I am writing to provide you with information about the Ministry of Education's Priorities and Partnerships Funding (PPF) for 2021-22. These projections are being released in conjunction with the 2021-22 Grants for Student Needs (GSN).

Ontario continues to modernize education funding to deliver a sustainable and world-class system so students can succeed in school and beyond – while ensuring investments have the greatest impact in the classroom, and on students, as the province continues to respond to the COVID-19 pandemic. The PPF is supplemental to the GSN and is reviewed and assessed by the ministry each year.

**COVID-19 SUPPORTS**

Although the evolving public health landscape is difficult to predict, we recognize that the next school year may require similar health and safety measures as those implemented this year. To support the continued safe operation of schools in 2021-22, the ministry will continue to provide temporary ongoing COVID-19 funding supports to school boards.

COVID-19 related funding will be allocated for such items as staffing to support the delivery of smaller cohorts, cleaning, remote learning, student transportation, learning recovery and renewal, special education, mental health and well-being. For further details on COVID-19 resources for 2021-22 through both the GSN and PPF, please see the May 4, 2021: B07 memo from Minister Lecce and Deputy Minister Naylor, Planning for the 2021-22 School Year.

## TRANSFERS TO GSN

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, some existing PPF allocations have been transferred into the GSN beginning in 2021-22. The ministry is pleased to provide continuity of funding for these programs through the GSN funding mechanism. Additional details regarding these allocations can be found in the 2021-22 GSN materials, including the B Memo and technical paper:

1. Specialist High Skills Major (SHSM) (Base Funding) – \$23.6 million
2. After School Skills Development (ASSD) Programs – \$6.1 million
3. Integrated Services for Northern Children (ISNC) – \$1.44 million

The Central Employer Bargaining Agent Fees Allocation within the GSN is being revised to better reflect the trustees' associations' cost structures since the introduction of the *School Boards Collective Bargaining Act, 2014* (SBCBA). As part of this revision, the Central Employer Bargaining Agency Fees – Supplemental (\$1.2 million) PPF is being transferred and consolidated within the existing Central Employer Bargaining Agency Fees Allocation within the GSN.

The ministry intends to continue reviewing opportunities for additional transfers in future years.

## FUNDING ALLOCATIONS

For 2021-22, the PPF will provide over \$288 million in funding to education partners to support students.

To facilitate school boards' budget planning for 2021-22, the ministry is confirming approximately \$122.2 million of PPF funding to school boards and school authorities to support ministry priorities. Within this amount:

- \$60.1 million is allocated by program and by school board in this memorandum (see **Appendix A**); and
- \$62.1 million has been allocated by program, with school board allocations to be confirmed later in the year.

## TRANSFER PAYMENT ADMINISTRATION

For the upcoming school year, the ministry will continue to provide school boards with integrated (multi-project) Transfer Payment Agreements (TPAs).

Starting in 2021-22, the ministry is adopting Transfer Payment Ontario (TPON) as a new enterprise-wide system to manage TPAs. All 2021-22 PPF contracts will be released on the TPON system. TPON will provide school boards with a centralized digital system for all government

transfer payments, enabling further efficiencies in the administration and management of TPAs.

TPAs will be available on TPON following a brief period to allow for TPON registration and training sessions for PPF recipients. The ministry is implementing a phased approach in the adoption of TPON in order to support a smooth transition. Initially, TPON will be used for accessing and executing TPAs. Ministry program staff and board staff will continue to work on program implementation together. PPF payments will continue to be managed through the Education Financial Information System (EFIS). There will be no change in the process used to flow funds to school boards. Once PPF TPA execution has been established through TPON, reporting will be the next phase to be added; school boards should expect that report-backs for PPF TPAs will be migrated to this digital system throughout the 2021-22 and 2022-23 school years.

### Access to the Transfer Payment Ontario (TPON) System

To access and approve 2021-22 PPF TPAs, school board staff must have registered accounts and complete training on the new TPON system. Over the next few weeks, ministry staff will deliver several training sessions to demonstrate the use and functionality of TPON, as well as respond to any questions and concerns.

Please see **Appendix B** for additional details and information on how to create an account on TPON and register for upcoming training sessions.

We appreciate your support in this transition to the TPON system for PPF contracts with the ministry.

### PPF PROGRAM ALLOCATIONS

PPF priority themes are outlined in the following table, with further program details below:  
Note: Numbers may not add due to rounding.

Key Priority	Objective	Amount
Engaging Parents and Communities	To involve parents and communities in their children's education and in program decision-making. Parents and communities will be vital partners in Ontario's online learning and equity initiatives.	\$2.47M
French-Language Education	To provide opportunities, tailored supports, and multimedia resources to students in Ontario's French-Language Education (FLE) system guided by the <i>Aménagement linguistique</i> policy.	\$0.12M

Key Priority	Objective	Amount
Indigenous Education	To support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives, and contributions.	\$6.61M
Math	To support Ontario's students in meeting provincial math standards.	\$44.32M
Mental Health and Well-Being	To support the critical linkage between mental health and well-being and student success. Also provides students with physical health and safety supports.	\$9.50M
Special Education	To improve support for children and youth with special education needs and their families and educators.	\$1.86M
Student Pathways	To support students as they transition to postsecondary destinations, including apprenticeship, college, university, and the workplace.	\$14.64M
Supporting Student Potential	To support vulnerable students, including youth at risk, to stay in school, graduate and succeed. This also includes equity initiatives, and anti-racism and de-streaming supports.	\$19.01M
System Support and Efficiencies	To provide support to help ensure that the education system is running efficiently and effectively, including labour-related commitments, broadband, administrative efficiencies, and teacher professional learning.	\$23.67M

Descriptions of the initiatives under these PPF themes are below. Where available at this time, school board allocations are provided in Appendix A. Some school board allocations will be confirmed at a later date.

### **Engaging Parents and Communities**

#### *Parents Reaching Out Grants (\$2.47M) – School board allocations in Appendix A*

These grants will support parents in identifying barriers and opportunities to strengthen parent engagement in their own communities and enable more parents to support their child's learning and well-being.

## **French-Language Education**

*Implementation of Aménagement linguistique initiatives and strategies to retain and engage students (\$0.12M) – School board allocations in Appendix A*

Funding to assist French-language school boards in the implementation of aménagement linguistique initiatives in French-language schools in Ontario with a view to engage students and develop their sense of belonging to the French-language school system and their community.

## **Indigenous Education**

*Indigenous Graduation Coach (\$3.92M)*

The Indigenous Graduation Coach Program provides funding to targeted district school boards for the recruitment of Indigenous Graduation Coaches to support Indigenous students in obtaining an Ontario Secondary School Diploma and successfully transition into post-secondary education, training or labour market opportunities.

*Rapid Response Northern Schools Team (\$0.80M) – School board allocations in Appendix A*

The Rapid Response Northern Schools Team (RRNST) is a trained, trauma-informed team comprised of board-employed, certified educators, administrators and related positions (e.g., Elders) to respond to urgent requests made by remote First Nation communities experiencing a temporary crisis. The RRNST can be mobilized and deployed quickly upon the request of a First Nation to keep classrooms and schools open in remote First Nation communities and support the academic success and well-being of students.

*Aboriginal Youth Entrepreneurship Program (AYEP) (\$0.27M)*

AYEP gives Grade 11 and 12 First Nation, Métis, and Inuit students in identified school boards an opportunity to earn two senior business studies credits through a program based on the Ontario business studies curriculum and supplemented by Indigenous content, hands-on activities, guest speakers and business mentors, and funding opportunities. Students develop entrepreneurial skills and learn how to create and establish their own small business.

*Keewatin Patricia District School Board (KPDSB) / Keewaytinook Okimakanak Board of Education (KOB) (\$0.21M) – School board allocations in Appendix A*

KPDSB second a principal to support the capacity development of educators and administrators in partnering with First Nation-operated schools to support First Nation students' success and well-being as they transition from remote and fly-in communities, as young as age 12, into provincially funded schools.

*“Anishinaabemodaa” – “Let’s speak Ojibwe” Initiative (\$1.41M) – School board allocations in Appendix A*

The Rainy River District School Board (RRDSB), the Seven Generations Education Institute and SayITFirst work in partnership to develop pathways for Ojibwe speakers to become Early Childhood Education workers and certified classroom teachers. With progress, the focus will shift to developing early education language programming, with the goal of creating a cohort of children ready for immersion programming. To date, the initiative has helped to sustain and expand language learning in ten First Nation communities associated with the initiative.

## **Math**

*Math Strategy (\$40.32M) – School board allocations in Appendix A*

Funding to support additional board and school positions to support student math performance. Board-based math learning leads will support the implementation of the new de-streamed Grade 9 math course, in addition to continuing to support the implementation of the elementary math curriculum. School-based math learning facilitators are a targeted support for those schools demonstrating the greatest need. In September 2021, the Ministry of Education will begin the process of ending early streaming of math for students in Grade 9 and will work with school boards as they transition students into a de-streamed Grade 9 math course.

*Math Strategy – Additional Qualifications (\$4.00M)*

Funding for school boards to subsidize Additional Qualifications courses in math for educators. 2021-22 will be year three of a \$20 million allocation over five-years. This program is application-based. To receive this funding, please submit an [application](#) by June 30, 2021.

## **Mental Health and Well-Being**

*Well-Being and Mental Health Bundle (\$3.00M) – School board allocations in Appendix A*

Funding to support school boards and authorities to meet local needs and priorities that promote well-being and mental health, including safe, healthy, inclusive and accepting learning environments. This funding enables school boards and authorities to support activities in their improvement and multi-year strategic plans, as well as their three-year Mental Health and Addictions Strategy, and annual Action Plan for Mental Health.

*School Mental Health Ontario (SMH-ON) (\$6.50M) – School board allocations in Appendix A*

As part of the government’s commitment to build a comprehensive and connected multi-year mental health and addictions system across the lifespan, funding for School Mental Health Ontario (SMH-ON) will continue. SMH-ON will receive \$6.5 million in 2020-21 to provide implementation support to all 72 district school boards through clinical expertise, evidence-based resources/practical tools for educators, and the delivery of consistent professional learning to school-based mental health clinicians.

## Special Education

### *Educators Autism Additional Qualification (AQ) Subsidy (\$1.01M) – School board allocations in Appendix A*

Continuation of funding will support teacher participation in the Teaching Students with Communication Needs (Autism Spectrum Disorder) AQ Course. Boards applied in 2019-20 for funding over three years.

### *Pilot to Improve School-Based Supports for Students with ASD (\$0.37M) – School board allocations in Appendix A*

Continuation of funding to support the provision of dedicated space on school site for external Applied Behaviour Analyst (ABA) practitioners to provide direct service to students with Autism Spectrum Disorder (ASD) in 11 pilot school boards.

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

Pilot to support select school boards to explore successful practices in transitioning students with developmental disabilities to work through the use of an intensive job-placement program.

## Student Pathways

### *Expansion of Specialist High Skills Majors (SHSM) (\$13.20M)*

Application-based funding to support expansion of the number of programs and student enrolment in the 13 sectors identified as having the strongest focus on technological education and the skilled trades<sup>1</sup>. Applications for 2021-22 funding were submitted by school boards in February 2021. As part of this expansion, funding will also be provided to support current and expanded SHSM Dual Credit programs with a technological education and skilled trades focus. This year will be the first of the three-year expansion; boards may choose to apply for this funding in any or all of the three years.

### *The Learn and Work Bursary Program (\$0.44M) – School board allocations in Appendix A*

The Learn and Work Bursary Program provides a bursary to vulnerable and underserved students in 18 school boards who are enrolled in a cooperative education program and have financial and other barriers to completing the Ontario Secondary School Diploma (OSSD). Eligible students would be identified by guidance teams based on the selection criteria.

### *The Skilled Trades Bursary Program (\$1.00M)*

The new Skilled Trades Bursary Program provides a bursary to students that complete two credits in a cooperative education program working in a skilled trades placement, have plans to pursue a post-secondary skilled trades pathway and have financial and other barriers to completing their Ontario Secondary School Diploma (OSSD). Eligible students would be identified by guidance teams based on the selection criteria.

<sup>1</sup> The 13 identified sectors are Agriculture, Aviation and Aerospace, Construction, Environment, Energy, Food Processing, Forestry, Horticulture and Landscaping, Hospitality and Tourism, ICT, Manufacturing, Mining and Transportation.

## Supporting Student Potential

### *Graduation Coach Program for Black Students (\$2.94M)*

This funding is focused on addressing systemic barriers to achievement and well-being and supporting the success of Black students. The program involves providing intensive, culturally-responsive support to Black students and hiring graduation coaches with connections to Black communities to act as mentors to Black students, with the assistance of school staff and board leadership.

### *Transportation Supports for Children and Youth in Care (\$6.60 M)*

To improve the educational outcomes and well-being of children and youth in care, funding for transportation services enables students to stay in their school of origin when their residence changes until a more natural transition time, so they have stability at school, can focus on their learning, and maintain academic standing and graduate.

### *Human Rights and Equity Advisors (\$3.24M)*

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

### *Demographic Data Gathering (\$2.50M)*

Collecting and analyzing demographic data to gain a clearer understanding of who Ontario students and staff are in order to enable school and system leaders to more precisely apply resources to support student success and better-informed hiring decisions.

### *Culturally Relevant and Responsive Pedagogy (\$0.59M)*

Funding to support an approach that is used to address disparities in student achievement and well-being by creating equitable and respectful learning environments that develop student responsibility, citizenship, and community engagement.

### *Guidance and Career Education Additional Qualifications Subsidies (\$0.69M)*

Application-based funding will be available to support school boards to subsidize Guidance and Career Education additional qualification (AQ) courses for eligible teachers that are registered with the Ontario College of Teachers and self-identify as Black, Indigenous or racialized and complete one of the following:

- Guidance and Career Education – Part 1
- Guidance and Career Education – Part 2
- Guidance and Career Education Specialist

School boards may apply for this funding using an [online form](#).

*Pilot to Support Early Intervention in Math for Students with Special Education Needs (Grades 4-6) (\$2.45M)*

The funding is intended to support school boards in implementing early interventions in Math for students with special education needs. The focus will be on grades 4-6, with a goal of increasing student engagement, preventing learning gaps, and supporting students to prepare for de-streamed Grade 9 math. Funding and application details will be made available soon.

**System Support and Efficiencies**

*Broadband Modernization Program (BMP) (\$8.37M)*

Funding to provide access to reliable, fast, secure and affordable internet services to all students and educators in schools across Ontario – including those in rural and northern communities. The current target connectivity speed is 1 megabit per second (Mbps) per student or educator, in a secure, scalable and sustainable network that can adapt to future needs following a common network architecture across the province.

*New Teacher Induction Program - Enhancing Teacher Development Fund (NTIP-ETD) (\$1.00M)*

The NTIP-ETD supplements the GSN funding formula by providing funded support for boards who experience a significant increase in the number of new permanent hires from the previous year and/or have new hires past Year 2 on the Teacher Qualifications and Experience Grid. Boards apply to the ministry for funding if either of these categories impact their ability to support the development of their new teachers. For some boards this funding is critical to the delivery of NTIP as these new teachers must be supported and are required to successfully complete two teacher performance appraisals.

*Learning and Innovation Fund for Teachers (\$3.50M) – School board allocations in Appendix A*

These funds will enable school boards to support teacher collaboration, learning and sharing of effective practices within schools, within boards and across the province. Further program details will be communicated to boards.

*Excellence in Education Administration Fund (\$10.80M)*

The ministry will continue its focus on efficiency and excellence in education administration through the Excellence in Education Administration Fund (EEAF). The EEAF supports school boards in driving modernization and transformation by reviewing their operations with a goal of finding efficiencies while making sure vital programs and services are protected. The EEAF is available to all 72 district school boards and any district school boards that has not participated in the EEAF program to date, will be required to submit a report to the ministry by August 31, 2022. The ministry will be sharing further details through school board transfer payment agreements shortly.

## **UNDERSPENDING OF 2020-21 PPF FUNDS**

While repurposing of 2019-20 PPF was permitted for emerging COVID-related supports, this approach is not being replicated for 2020-21 PPF funds, given the additional COVID-related investments that have been issued via both GSN and PPF to support students in the 2020-21 school year.

All PPF funds should be spent for the original purpose that is intended and articulated in signed transfer payment agreements. Unspent 2020-21 PPF funds must be recovered by the ministry and will not be available for repurposing or carrying forward.

The ministry will continue to work closely with the sector to support student needs in the 2021-22 school year.

## **NEXT STEPS**

If you require further information about the 2021-22 PPF initiatives, please contact your ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The ministry looks forward to continuing our strong collaboration with education partners. Working together, we are supporting Ontario's children and students to maximize their performance and well-being.

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Nancy Naylor  
Deputy Minister of Education

## **ATTACHMENTS**

Appendix A – School Board Funding Allocations

Appendix B – Transfer Payment Ontario (TPON) System: Registration, Training and FAQs

- c: Superintendents of Business and Finance  
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)  
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
Executive Director, Ontario Catholic School Trustees' Association (OCSTA)  
Executive Director, Ontario Public School Boards' Association (OPSBA)  
Executive Director, Council of Ontario Directors of Education (CODE)  
Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)  
General Secretary, Ontario English Catholic Teachers' Association (OECTA)  
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)  
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)  
Chair, Ontario Council of Educational Workers (OCEW)  
Chair, Education Workers' Alliance of Ontario (EWAO)  
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)  
Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)  
Executive Director, Catholic Principals' Council of Ontario (CPCO)  
Executive Director, Ontario Principals' Council (OPC)

## Appendix A - 2021-22 Priorities and Partnerships Funding Allocations

Recipient	Initiative	Total (\$M)
<b>Algoma District School Board</b>		
	Math Strategy	\$ 0.4935
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0265
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0023
	Learn and Work Bursary	\$ 0.0210
	Parents Reaching Out (PRO) Grant	\$ 0.0161
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Algoma District School Board Total</b>		<b>\$ 0.6384</b>
<b>Algonquin &amp; Lakeshore Catholic District School Board</b>		
	Math Strategy	\$ 0.3945
	Well-Being and Mental Health Bundle	\$ 0.0240
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0250
	Parents Reaching Out (PRO) Grant	\$ 0.0171
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Algonquin &amp; Lakeshore Catholic District School Board Total</b>		<b>\$ 0.5056</b>
<b>Avon Maitland District School Board</b>		
	Math Strategy	\$ 0.2740
	Well-Being and Mental Health Bundle	\$ 0.0274
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0023
	Parents Reaching Out (PRO) Grant	\$ 0.0207
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Avon Maitland District School Board Total</b>		<b>\$ 0.3694</b>
<b>Bluewater District School Board</b>		
	Math Strategy	\$ 0.5095
	Well-Being and Mental Health Bundle	\$ 0.0316
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0228
	Learn and Work Bursary	\$ 0.0220
	Parents Reaching Out (PRO) Grant	\$ 0.0222
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Bluewater District School Board Total</b>		<b>\$ 0.6531</b>
<b>Brant Haldimand Norfolk Catholic District School Board</b>		
	Math Strategy	\$ 0.2350
	Well-Being and Mental Health Bundle	\$ 0.0188
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0050
	Parents Reaching Out (PRO) Grant	\$ 0.0157
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Brant Haldimand Norfolk Catholic District School Board Total</b>		<b>\$ 0.3195</b>
<b>Bruce-Grey Catholic District School Board</b>		
	Math Strategy	\$ 0.1715
	Well-Being and Mental Health Bundle	\$ 0.0110
	Parents Reaching Out (PRO) Grant	\$ 0.0122
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Bruce-Grey Catholic District School Board Total</b>		<b>\$ 0.2397</b>

Recipient	Initiative	Total (\$M)
<b>Catholic District School Board of Eastern Ontario</b>		
	Math Strategy	\$ 0.3465
	Well-Being and Mental Health Bundle	\$ 0.0260
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0020
	Parents Reaching Out (PRO) Grant	\$ 0.0184
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Catholic District School Board of Eastern Ontario Total</b>		<b>\$ 0.4378</b>
<b>Centre Jules-Léger Consortium</b>		
	Math Strategy	\$ 0.0590
	Parents Reaching Out (PRO) Grant	\$ 0.0050
<b>Centre Jules-Léger Consortium Total</b>		<b>\$ 0.0640</b>
<b>Conseil des écoles publiques de l'Est de l'Ontario</b>		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.3021
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0289
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0247
	Parents Reaching Out (PRO) Grant	\$ 0.0221
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Conseil des écoles publiques de l'Est de l'Ontario Total</b>		<b>\$ 0.4667</b>
<b>Conseil scolaire catholique MonAvenir</b>		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.3378
	Well-Being and Mental Health Bundle	\$ 0.0303
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0141
	Parents Reaching Out (PRO) Grant	\$ 0.0225
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Conseil scolaire catholique MonAvenir Total</b>		<b>\$ 0.4597</b>
<b>Conseil scolaire catholique Providence</b>		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2865
	Well-Being and Mental Health Bundle	\$ 0.0188
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0088
	Parents Reaching Out (PRO) Grant	\$ 0.0153
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Conseil scolaire catholique Providence Total</b>		<b>\$ 0.3844</b>
<b>Conseil scolaire de district catholique de l'Est ontarien</b>		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2739
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0204
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0150
	Parents Reaching Out (PRO) Grant	\$ 0.0154
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Conseil scolaire de district catholique de l'Est ontarien Total</b>		<b>\$ 0.4137</b>
<b>Conseil scolaire de district catholique des Aurores boréales</b>		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2268
	Well-Being and Mental Health Bundle	\$ 0.0076
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0012
	Parents Reaching Out (PRO) Grant	\$ 0.0084
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Conseil scolaire de district catholique des Aurores boréales Total</b>		<b>\$ 0.2990</b>

Recipient	Initiative	Total (\$M)
<b>Conseil scolaire de district catholique des Grandes Rivières</b>		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2672
	Well-Being and Mental Health Bundle	\$ 0.0198
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0096
	Parents Reaching Out (PRO) Grant	\$ 0.0118
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Conseil scolaire de district catholique des Grandes Rivières Total</b>		<b>\$ 0.3633</b>
<b>Conseil scolaire de district catholique du Centre-Est de l'Ontario</b>		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.3311
	Well-Being and Mental Health Bundle	\$ 0.0368
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0083
	Parents Reaching Out (PRO) Grant	\$ 0.0308
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Conseil scolaire de district catholique du Centre-Est de l'Ontario Total</b>		<b>\$ 0.4620</b>
<b>Conseil scolaire de district catholique du Nouvel-Ontario</b>		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2726
	Well-Being and Mental Health Bundle	\$ 0.0191
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0207
	Parents Reaching Out (PRO) Grant	\$ 0.0127
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Conseil scolaire de district catholique du Nouvel-Ontario Total</b>		<b>\$ 0.3802</b>
<b>Conseil scolaire de district catholique Franco-Nord</b>		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2386
	Well-Being and Mental Health Bundle	\$ 0.0099
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0150
	Parents Reaching Out (PRO) Grant	\$ 0.0103
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Conseil scolaire de district catholique Franco-Nord Total</b>		<b>\$ 0.3288</b>
<b>Conseil scolaire de district du Nord-Est de l'Ontario</b>		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2377
	Well-Being and Mental Health Bundle	\$ 0.0113
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0148
	Parents Reaching Out (PRO) Grant	\$ 0.0097
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Conseil scolaire de district du Nord-Est de l'Ontario Total</b>		<b>\$ 0.3286</b>
<b>Conseil scolaire public du Grand Nord de l'Ontario</b>		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.2436
	Well-Being and Mental Health Bundle	\$ 0.0152
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0025
	Parents Reaching Out (PRO) Grant	\$ 0.0102
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Conseil scolaire public du Grand Nord de l'Ontario Total</b>		<b>\$ 0.3264</b>

Recipient	Initiative	Total (\$M)
<b>Conseil scolaire Viamonde</b>		
	French Language Education	\$ 0.0100
	Math Strategy	\$ 0.3096
	Well-Being and Mental Health Bundle	\$ 0.0230
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0210
	Parents Reaching Out (PRO) Grant	\$ 0.0182
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Conseil scolaire Viamonde Total</b>		<b>\$ 0.4268</b>
<b>District School Board of Niagara</b>		
	Math Strategy	\$ 0.4565
	Well-Being and Mental Health Bundle	\$ 0.0499
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0071
	Parents Reaching Out (PRO) Grant	\$ 0.0413
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>District School Board of Niagara Total</b>		<b>\$ 0.5997</b>
<b>District School Board Ontario North East</b>		
	Math Strategy	\$ 0.5300
	Well-Being and Mental Health Bundle	\$ 0.0229
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0050
	Learn and Work Bursary	\$ 0.0210
	Parents Reaching Out (PRO) Grant	\$ 0.0127
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>District School Board Ontario North East Total</b>		<b>\$ 0.6366</b>
<b>Dufferin-Peel Catholic District School Board</b>		
	Math Strategy	\$ 0.7825
	Well-Being and Mental Health Bundle	\$ 0.1053
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0567
	Parents Reaching Out (PRO) Grant	\$ 0.0826
	Learning and Innovation Fund for Teachers	\$ 0.0630
<b>Dufferin-Peel Catholic District School Board Total</b>		<b>\$ 1.0901</b>
<b>Durham Catholic District School Board</b>		
	Math Strategy	\$ 0.3385
	Well-Being and Mental Health Bundle	\$ 0.0307
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0108
	Parents Reaching Out (PRO) Grant	\$ 0.0270
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Durham Catholic District School Board Total</b>		<b>\$ 0.4520</b>
<b>Durham District School Board</b>		
	Math Strategy	\$ 0.9990
	Well-Being and Mental Health Bundle	\$ 0.0876
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0175
	Parents Reaching Out (PRO) Grant	\$ 0.0758
	Learning and Innovation Fund for Teachers	\$ 0.0630
<b>Durham District School Board Total</b>		<b>\$ 1.2429</b>
<b>Grand Erie District School Board</b>		
	Math Strategy	\$ 0.8890
	Well-Being and Mental Health Bundle	\$ 0.0396
	Learn and Work Bursary	\$ 0.0230
	Parents Reaching Out (PRO) Grant	\$ 0.0320
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Grand Erie District School Board Total</b>		<b>\$ 1.0286</b>

Recipient	Initiative	Total (\$M)
<b>Greater Essex County District School Board</b>		
	Math Strategy	\$ 0.6795
	Well-Being and Mental Health Bundle	\$ 0.0521
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0187
	Learn and Work Bursary	\$ 0.0240
	Parents Reaching Out (PRO) Grant	\$ 0.0399
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Greater Essex County District School Board Total</b>		<b>\$ 0.8591</b>
<b>Halton Catholic District School Board</b>		
	Math Strategy	\$ 0.2695
	Well-Being and Mental Health Bundle	\$ 0.0427
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0108
	Parents Reaching Out (PRO) Grant	\$ 0.0399
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Halton Catholic District School Board Total</b>		<b>\$ 0.4080</b>
<b>Halton District School Board</b>		
	Math Strategy	\$ 0.4415
	Well-Being and Mental Health Bundle	\$ 0.0742
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0280
	Parents Reaching Out (PRO) Grant	\$ 0.0697
	Learning and Innovation Fund for Teachers	\$ 0.0630
<b>Halton District School Board Total</b>		<b>\$ 0.6764</b>
<b>Hamilton-Wentworth Catholic District School Board</b>		
	Math Strategy	\$ 0.4090
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0396
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0106
	Parents Reaching Out (PRO) Grant	\$ 0.0332
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Hamilton-Wentworth Catholic District School Board Total</b>		<b>\$ 0.5714</b>
<b>Hamilton-Wentworth District School Board</b>		
	Math Strategy	\$ 1.5885
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	School Mental Health Ontario	\$ 6.5000
	Well-Being and Mental Health Bundle	\$ 0.0638
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0256
	Learn and Work Bursary	\$ 0.0250
	Parents Reaching Out (PRO) Grant	\$ 0.0538
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Hamilton-Wentworth District School Board Total</b>		<b>\$ 8.3357</b>
<b>Hastings and Prince Edward District School Board</b>		
	Math Strategy	\$ 0.5580
	Well-Being and Mental Health Bundle	\$ 0.0275
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0047
	Learn and Work Bursary	\$ 0.0220
	Parents Reaching Out (PRO) Grant	\$ 0.0202
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Hastings and Prince Edward District School Board Total</b>		<b>\$ 0.6774</b>

Recipient	Initiative	Total (\$M)
<b>Huron-Perth Catholic District School Board</b>		
	Math Strategy	\$ 0.2005
	Well-Being and Mental Health Bundle	\$ 0.0114
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0082
	Parents Reaching Out (PRO) Grant	\$ 0.0122
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Huron-Perth Catholic District School Board Total</b>		<b>\$ 0.2773</b>
<b>Huron-Superior Catholic District School Board</b>		
	Math Strategy	\$ 0.3590
	Well-Being and Mental Health Bundle	\$ 0.0157
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0023
	Learn and Work Bursary	\$ 0.0200
	Parents Reaching Out (PRO) Grant	\$ 0.0122
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Huron-Superior Catholic District School Board Total</b>		<b>\$ 0.4542</b>
<b>James Bay Lowlands Secondary School Board</b>		
	Math Strategy	\$ 0.0590
	Well-Being and Mental Health Bundle	\$ 0.0015
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0007
	Parents Reaching Out (PRO) Grant	\$ 0.0050
	Learning and Innovation Fund for Teachers	\$ 0.0050
<b>James Bay Lowlands Secondary School Board Total</b>		<b>\$ 0.0712</b>
<b>Kawartha Pine Ridge District School Board</b>		
	Math Strategy	\$ 0.6320
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0514
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0300
	Parents Reaching Out (PRO) Grant	\$ 0.0364
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Kawartha Pine Ridge District School Board Total</b>		<b>\$ 0.8287</b>
<b>Keewatin-Patricia District School Board</b>		
	Math Strategy	\$ 0.4460
	Rapid Response Northern Schools Team	\$ 0.8000
	Well-Being and Mental Health Bundle	\$ 0.0190
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0037
	First Nation School Support Program	\$ 0.2100
	Parents Reaching Out (PRO) Grant	\$ 0.0124
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Keewatin-Patricia District School Board Total</b>		<b>\$ 1.5360</b>
<b>Kenora Catholic District School Board</b>		
	Math Strategy	\$ 0.1500
	Well-Being and Mental Health Bundle	\$ 0.0068
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0007
	Parents Reaching Out (PRO) Grant	\$ 0.0089
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Kenora Catholic District School Board Total</b>		<b>\$ 0.2113</b>

Recipient	Initiative	Total (\$M)
<b>Lakehead District School Board</b>		
	Math Strategy	\$ 0.3815
	Well-Being and Mental Health Bundle	\$ 0.0165
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0108
	Parents Reaching Out (PRO) Grant	\$ 0.0149
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Lakehead District School Board Total</b>		<b>\$ 0.4687</b>
<b>Lambton Kent District School Board</b>		
	Math Strategy	\$ 0.6040
	Well-Being and Mental Health Bundle	\$ 0.0373
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0175
	Learn and Work Bursary	\$ 0.0230
	Parents Reaching Out (PRO) Grant	\$ 0.0272
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Lambton Kent District School Board Total</b>		<b>\$ 0.7540</b>
<b>Limestone District School Board</b>		
	Math Strategy	\$ 0.6570
	Well-Being and Mental Health Bundle	\$ 0.0324
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0233
	Learn and Work Bursary	\$ 0.0220
	Parents Reaching Out (PRO) Grant	\$ 0.0251
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Limestone District School Board Total</b>		<b>\$ 0.8048</b>
<b>London District Catholic School Board</b>		
	Math Strategy	\$ 0.3435
	Well-Being and Mental Health Bundle	\$ 0.0315
	Parents Reaching Out (PRO) Grant	\$ 0.0268
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>London District Catholic School Board Total</b>		<b>\$ 0.4468</b>
<b>Moose Factory Island District School Area Board</b>		
	Math Strategy	\$ 0.1180
	Well-Being and Mental Health Bundle	\$ 0.0015
	Parents Reaching Out (PRO) Grant	\$ 0.0050
	Learning and Innovation Fund for Teachers	\$ 0.0050
<b>Moose Factory Island District School Area Board Total</b>		<b>\$ 0.1295</b>
<b>Moosonee District School Area Board</b>		
	Well-Being and Mental Health Bundle	\$ 0.0016
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0007
	Parents Reaching Out (PRO) Grant	\$ 0.0050
	Learning and Innovation Fund for Teachers	\$ 0.0050
<b>Moosonee District School Area Board Total</b>		<b>\$ 0.0123</b>
<b>Near North District School Board</b>		
	Math Strategy	\$ 0.4680
	Well-Being and Mental Health Bundle	\$ 0.0234
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0080
	Parents Reaching Out (PRO) Grant	\$ 0.0160
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Near North District School Board Total</b>		<b>\$ 0.5604</b>

Recipient	Initiative	Total (\$M)
<b>Niagara Catholic District School Board</b>		
	Math Strategy	\$ 0.2395
	Well-Being and Mental Health Bundle	\$ 0.0332
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0140
	Parents Reaching Out (PRO) Grant	\$ 0.0262
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Niagara Catholic District School Board Total</b>		<b>\$ 0.3579</b>
<b>Nipissing-Parry Sound Catholic District School Board</b>		
	Math Strategy	\$ 0.1880
	Well-Being and Mental Health Bundle	\$ 0.0093
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0023
	Parents Reaching Out (PRO) Grant	\$ 0.0103
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Nipissing-Parry Sound Catholic District School Board Total</b>		<b>\$ 0.2549</b>
<b>Northeastern Catholic District School Board</b>		
	Math Strategy	\$ 0.2880
	Well-Being and Mental Health Bundle	\$ 0.0104
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0023
	Learn and Work Bursary	\$ 0.0200
	Parents Reaching Out (PRO) Grant	\$ 0.0098
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Northeastern Catholic District School Board Total</b>		<b>\$ 0.3755</b>
<b>Northwest Catholic District School Board</b>		
	Math Strategy	\$ 0.1550
	Well-Being and Mental Health Bundle	\$ 0.0080
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0011
	Parents Reaching Out (PRO) Grant	\$ 0.0088
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Northwest Catholic District School Board Total</b>		<b>\$ 0.2179</b>
<b>Ottawa Catholic School Board</b>		
	Math Strategy	\$ 0.5500
	Well-Being and Mental Health Bundle	\$ 0.0557
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0198
	Parents Reaching Out (PRO) Grant	\$ 0.0480
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Ottawa Catholic School Board Total</b>		<b>\$ 0.7185</b>
<b>Ottawa-Carleton District School Board</b>		
	Math Strategy	\$ 1.2360
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0905
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0500
	Parents Reaching Out (PRO) Grant	\$ 0.0788
	Learning and Innovation Fund for Teachers	\$ 0.0630
<b>Ottawa-Carleton District School Board Total</b>		<b>\$ 1.5523</b>
<b>Peel District School Board</b>		
	Math Strategy	\$ 1.5235
	Well-Being and Mental Health Bundle	\$ 0.1884
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.1053
	Parents Reaching Out (PRO) Grant	\$ 0.1628
	Learning and Innovation Fund for Teachers	\$ 0.0630
<b>Peel District School Board Total</b>		<b>\$ 2.0431</b>

Recipient	Initiative	Total (\$M)
<b>Peterborough Victoria Northumberland and Clarington Catholic District School Board</b>		
	Math Strategy	\$ 0.3270
	Well-Being and Mental Health Bundle	\$ 0.0263
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0117
	Parents Reaching Out (PRO) Grant	\$ 0.0202
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Peterborough Victoria Northumberland and Clarington Catholic District School Board Total</b>		<b>\$ 0.4301</b>
<b>Rainbow District School Board</b>		
	Math Strategy	\$ 0.5860
	Well-Being and Mental Health Bundle	\$ 0.0273
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0070
	Learn and Work Bursary	\$ 0.0220
	Parents Reaching Out (PRO) Grant	\$ 0.0187
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Rainbow District School Board Total</b>		<b>\$ 0.7059</b>
<b>Rainy River District School Board</b>		
	Math Strategy	\$ 0.3205
	Well-Being and Mental Health Bundle	\$ 0.0106
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0012
	Ojibwe Language Revitalization Strategy	\$ 1.4085
	Parents Reaching Out (PRO) Grant	\$ 0.0102
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Rainy River District School Board Total</b>		<b>\$ 1.7960</b>
<b>Renfrew County Catholic District School Board</b>		
	Math Strategy	\$ 0.1585
	Well-Being and Mental Health Bundle	\$ 0.0127
	Parents Reaching Out (PRO) Grant	\$ 0.0125
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Renfrew County Catholic District School Board Total</b>		<b>\$ 0.2286</b>
<b>Renfrew County District School Board</b>		
	Math Strategy	\$ 0.2880
	Well-Being and Mental Health Bundle	\$ 0.0206
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0070
	Parents Reaching Out (PRO) Grant	\$ 0.0152
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Renfrew County District School Board Total</b>		<b>\$ 0.3759</b>
<b>Simcoe County District School Board</b>		
	Math Strategy	\$ 0.7305
	Well-Being and Mental Health Bundle	\$ 0.0740
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0083
	Parents Reaching Out (PRO) Grant	\$ 0.0569
	Learning and Innovation Fund for Teachers	\$ 0.0630
<b>Simcoe County District School Board Total</b>		<b>\$ 0.9328</b>
<b>Simcoe Muskoka Catholic District School Board</b>		
	Math Strategy	\$ 0.6735
	Well-Being and Mental Health Bundle	\$ 0.0368
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0100
	Parents Reaching Out (PRO) Grant	\$ 0.0274
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Simcoe Muskoka Catholic District School Board Total</b>		<b>\$ 0.7927</b>

Recipient	Initiative	Total (\$M)
<b>St. Clair Catholic District School Board</b>		
	Math Strategy	\$ 0.2290
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0188
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0014
	Parents Reaching Out (PRO) Grant	\$ 0.0150
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>St. Clair Catholic District School Board Total</b>		<b>\$ 0.3431</b>
<b>Sudbury Catholic District School Board</b>		
	Math Strategy	\$ 0.1895
	Well-Being and Mental Health Bundle	\$ 0.0137
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0035
	Learn and Work Bursary	\$ 0.0200
	Parents Reaching Out (PRO) Grant	\$ 0.0123
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Sudbury Catholic District School Board Total</b>		<b>\$ 0.2841</b>
<b>Superior North Catholic District School Board</b>		
	Math Strategy	\$ 0.2020
	Well-Being and Mental Health Bundle	\$ 0.0063
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0087
	Parents Reaching Out (PRO) Grant	\$ 0.0082
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Superior North Catholic District School Board Total</b>		<b>\$ 0.2701</b>
<b>Superior-Greenstone District School Board</b>		
	Math Strategy	\$ 0.2630
	Well-Being and Mental Health Bundle	\$ 0.0105
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0019
	Parents Reaching Out (PRO) Grant	\$ 0.0090
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Superior-Greenstone District School Board Total</b>		<b>\$ 0.3293</b>
<b>Thames Valley District School Board</b>		
	Math Strategy	\$ 2.2390
	Well-Being and Mental Health Bundle	\$ 0.1000
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0093
	Learn and Work Bursary	\$ 0.0290
	Parents Reaching Out (PRO) Grant	\$ 0.0843
	Learning and Innovation Fund for Teachers	\$ 0.0630
<b>Thames Valley District School Board Total</b>		<b>\$ 2.5246</b>
<b>The Protestant Separate School Board of the Town of Penetanguishene</b>		
	Math Strategy	\$ 0.0590
	Well-Being and Mental Health Bundle	\$ 0.0016
	Parents Reaching Out (PRO) Grant	\$ 0.0050
	Learning and Innovation Fund for Teachers	\$ 0.0050
<b>The Protestant Separate School Board of the Town of Penetanguishene Total</b>		<b>\$ 0.0706</b>
<b>Thunder Bay Catholic District School Board</b>		
	Math Strategy	\$ 0.1815
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.0147
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0043
	Learn and Work Bursary	\$ 0.0210
	Parents Reaching Out (PRO) Grant	\$ 0.0137
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Thunder Bay Catholic District School Board Total</b>		<b>\$ 0.3143</b>

Recipient	Initiative	Total (\$M)
<b>Toronto Catholic District School Board</b>		
	Math Strategy	\$ 1.3500
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.1206
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0057
	Learn and Work Bursary	\$ 0.0300
	Parents Reaching Out (PRO) Grant	\$ 0.0953
	Learning and Innovation Fund for Teachers	\$ 0.0630
<b>Toronto Catholic District School Board Total</b>		<b>\$ 1.6986</b>
<b>Toronto District School Board</b>		
	Math Strategy	\$ 4.5320
	Pilot to Improve School-Based Supports for Students with ASD	\$ 0.0340
	Well-Being and Mental Health Bundle	\$ 0.3128
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0267
	Learn and Work Bursary	\$ 0.0460
	Parents Reaching Out (PRO) Grant	\$ 0.2531
	Learning and Innovation Fund for Teachers	\$ 0.0630
<b>Toronto District School Board Total</b>		<b>\$ 5.2676</b>
<b>Trillium Lakelands District School Board</b>		
	Math Strategy	\$ 0.5555
	Well-Being and Mental Health Bundle	\$ 0.0335
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0200
	Parents Reaching Out (PRO) Grant	\$ 0.0221
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Trillium Lakelands District School Board Total</b>		<b>\$ 0.6760</b>
<b>Upper Canada District School Board</b>		
	Math Strategy	\$ 0.9895
	Well-Being and Mental Health Bundle	\$ 0.0509
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0047
	Parents Reaching Out (PRO) Grant	\$ 0.0323
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Upper Canada District School Board Total</b>		<b>\$ 1.1223</b>
<b>Upper Grand District School Board</b>		
	Math Strategy	\$ 0.5045
	Well-Being and Mental Health Bundle	\$ 0.0479
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0133
	Parents Reaching Out (PRO) Grant	\$ 0.0384
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Upper Grand District School Board Total</b>		<b>\$ 0.6491</b>
<b>Waterloo Catholic District School Board</b>		
	Math Strategy	\$ 0.3460
	Well-Being and Mental Health Bundle	\$ 0.0311
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0108
	Parents Reaching Out (PRO) Grant	\$ 0.0294
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Waterloo Catholic District School Board Total</b>		<b>\$ 0.4623</b>

Recipient	Initiative	Total (\$M)
<b>Waterloo Region District School Board</b>		
	Math Strategy	\$ 1.1960
	Well-Being and Mental Health Bundle	\$ 0.0774
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0133
	Learn and Work Bursary	\$ 0.0280
	Parents Reaching Out (PRO) Grant	\$ 0.0689
	Learning and Innovation Fund for Teachers	\$ 0.0630
<b>Waterloo Region District School Board Total</b>		<b>\$ 1.4467</b>
<b>Wellington Catholic District School Board</b>		
	Math Strategy	\$ 0.1890
	Well-Being and Mental Health Bundle	\$ 0.0150
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0105
	Parents Reaching Out (PRO) Grant	\$ 0.0142
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Wellington Catholic District School Board Total</b>		<b>\$ 0.2737</b>
<b>Windsor-Essex Catholic District School Board</b>		
	Math Strategy	\$ 0.2770
	Well-Being and Mental Health Bundle	\$ 0.0314
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0140
	Parents Reaching Out (PRO) Grant	\$ 0.0264
	Learning and Innovation Fund for Teachers	\$ 0.0450
<b>Windsor-Essex Catholic District School Board Total</b>		<b>\$ 0.3938</b>
<b>York Catholic District School Board</b>		
	Math Strategy	\$ 0.5050
	Well-Being and Mental Health Bundle	\$ 0.0702
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0233
	Parents Reaching Out (PRO) Grant	\$ 0.0559
	Learning and Innovation Fund for Teachers	\$ 0.0630
<b>York Catholic District School Board Total</b>		<b>\$ 0.7174</b>
<b>York Region District School Board</b>		
	Math Strategy	\$ 1.0800
	Well-Being and Mental Health Bundle	\$ 0.1478
	Educators Autism Additional Qualification (AQ) Subsidy	\$ 0.0779
	Parents Reaching Out (PRO) Grant	\$ 0.1330
	Learning and Innovation Fund for Teachers	\$ 0.0630
<b>York Region District School Board Total</b>		<b>\$ 1.5017</b>
<b>Grand Total</b>		<b>\$ 60.1276</b>

**Ministry of Education**

Special Education /  
Success for All Branch

12th Floor,  
315 Front Street West  
Toronto ON M5V 3A4

**Ministère de l'Éducation**

Direction de l'éducation de l'enfance  
en difficulté et de la réussite pour tous

12e étage,  
315, rue Front ouest  
Toronto ON M5V 3A4

**2021: SB06**

**Date:** May 4, 2021

**Memorandum To:** Directors of Education  
Superintendents of Special Education  
Superintendents Responsible for Student Mental Health

**From:** Claudine Munroe  
Director  
Special Education / Success for All Branch

**Subject:** Special Education Grant and Mental Health Funding Changes  
for 2021-22

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This memorandum highlights key funding changes to the Special Education Grant (SEG) for the 2021-22 school year. It also provides technical details regarding the Differentiated Special Education Needs Amount (DSENA) Table amounts for the 2021-22, 2020-21 and 2019-20 school years. In addition, it provides details about a new allocation in the Mental Health and Well-Being Grant to support student mental health.

As the senior education leaders in the province, I would like to take the opportunity to thank you for your unwavering dedication to the success of students with special education needs, and to supporting the mental health and well-being of all students. I also want to thank you and your staff for your efforts in ensuring in person learning was available for students with special education needs who could not be accommodated through remote learning during periods of school closure and in providing access to virtual mental health supports throughout the 2020-21 school year.

**NOTICE:**

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the [Education Act](#) or other legislation as required. 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.

**SPECIAL EDUCATION GRANT FUNDING CHANGES FOR 2021-22****Transfer of the \$1.44 million Integrated Services for Northern Children (ISNC) into the Grants for Student Needs (GSN)**

Funding to support ISNC programs is moving from Priorities and Partnership Funding (PPF) into the GSN. This funding supports the coordinated assessment, consultation and treatment services to children and youth with physical, psychological and educational challenges in underserved rural and remote communities in Northern Ontario.

This funding, formerly the ISNC amount, will now flow through a new component in the enveloped Northern Adjustment category of the Measures of Variability (MOV) amount within the DSENA Allocation. Using the existing regional collaboration model, the three lead school boards for each Northern Adjustment Cooperative will receive the funding to administer on behalf of all the school boards and isolate board school authorities within their respective cooperative.

The Northern Adjustment will have two components:

- Northern Supports Component - the former Northern Supports Initiative amount which was transferred into the GSN in 2020-21; and
- Integrated Supports Component - the former ISNC amount which will be transferred into the GSN in 2021-22.

The \$1.44 million transfer will be allocated in the Integrated Supports Component of the Northern Adjustment as follows:

- North East cooperative: administered by District School Board Ontario North East – \$588,301.
- North West cooperative: administered by Thunder Bay Catholic District School Board – \$316,273.
- Northern French-language cooperative: administered by the Conseil scolaire public du Grand Nord de l'Ontario – \$535,426.

## Transfer of the \$6.1 million After-School Skills Development Programs (ASSD) into the GSN

Previously provided through PPF, funding for ASSD programs is being transferred into the Behaviour Expertise Amount (BEA) of the GSN. ASSD programs implemented by school boards provide students with ASD and other special education needs who may benefit from the program with additional targeted skills development opportunities, outside the instructional day, to better equip them for classroom success and to achieve other outcomes such as improved social and communication skills. Any unspent funding must be reported in a deferred revenue account to be used for ASSD programs in future years.

Funding is allocated based on the following formula:  
 $\$50,000 \text{ per school board} + (\$1.22 \times \text{ADE})$

More details on the transfer of the ASSD from PPF to the BEA and its enveloping and financial reporting requirements can be found in the [Technical Paper 2021-22](#).

## DSENA TABLES FOR 2021-22, 2020-21 AND 2019-20 SCHOOL YEARS

Appendix 1 of this memorandum, DSENA Table, contains a copy of the 2021-22 projected MOV, Special Education Statistical Prediction Model (SESPM) and Other Staffing Resources Table amounts for each school board, as will be found in the DSENA Table of the Grants for Student Needs — Legislative Grants for the 2021-22 School Board Fiscal Year.

Appendix 2 contains a revised 2020-21 DSENA Table, based on 2020-21 Revised Estimates average daily enrolment submissions. These revised DSENA Table amounts will be updated in the 2020-21 Legislative Grants. Consistent with previous years, once final average daily enrolment for 2020-21 is known, the DSENA Table amounts will be finalized and the Legislative Grants updated again.

Finally, Appendix 3 contains a revised 2019-20 DSENA Table, based on 2019-20 average daily enrolment as of March 8, 2021. These average daily enrolment counts are not yet finalized, thus these amounts are subject to change. Consistent with previous years, once final average daily enrolment for 2019-20 is known, the DSENA Table amounts will be finalized and the Legislative Grants updated one final time.

## **MENTAL HEALTH AND WELL-BEING GRANT FUNDING CHANGES FOR 2021-22**

### **Realignment of response to COVID-19 funding allocations within the GSN: New Supporting Student Mental Health Allocation within the Mental Health and Well-Being Grant**

In Memorandum [2020:B08](#), the Ministry of Education announced an investment of \$25 million in new funding through the GSN to support extraordinary costs related to the COVID-19 outbreak in the 2020-21 school year, this included a \$10 million student mental health investment. As part of the realignment of supports for COVID-19 for the 2021–22 school year, the ministry is transferring \$10.1 million for student mental health supports into a new Supporting Student Mental Health Allocation within the Mental Health and Well-Being Grant of the GSN. This continued funding is intended to foster the learning and well-being of students.

School boards may use this funding for the following student mental health related purposes:

- employ mental health professionals to directly support students;
- provide professional learning and training for educators, school-based mental health professionals, and system leaders;
- collaborate with community mental health providers to ensure pathways to care for students requiring more intensive supports are available;
- student engagement opportunities regarding mental health; and/or
- the collection, analysis and reporting of student mental health related information.

School boards have the flexibility to utilize this funding to address local priorities both at the elementary and secondary panels to support student mental health.

The funding is based on the following calculation:

$$\$100,858 \text{ per school board} + (\$1.34 \times \text{ADE})$$

I trust that you will find this information regarding the 2021-22 Special Education Grant, the DSENA Tables and the realignment of the \$10.1 million student mental health investment in the Mental Health and Well-Being Grant helpful. Thank you once again for your outstanding work across the province in supporting the mental health of all students, and for the support you help provide to students with special education needs.

Sincerely,

*Original signed by*

Claudine Munroe  
Director  
Special Education / Success for All Branch

cc. Special Education Advisory Committees

Mental Health Leaders

## APPENDIX 1: DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA)

### TABLE - 2021-22 Projections

Note: these amounts have been calculated based on 2021-22 Projected average daily enrolment counts.

Item	Column 1 Name of Board	Column 2 Projected Measures of Variability Amount, in dollars	Column 3 Projected Special Education Statistical Prediction Model Amount, in dollars	Column 4 Projected Other Staffing Resources Amount, in dollars
1	Algoma District School Board	3,352,356	4,797,565	179,344
2	Algonquin and Lakeshore Catholic District School Board	2,417,733	5,053,798	165,234
3	Avon Maitland District School Board	1,811,284	6,940,922	191,871
4	Bluewater District School Board	2,276,612	7,608,076	215,426
5	Brant Haldimand Norfolk Catholic District School Board	1,986,663	4,740,537	149,753
6	Bruce-Grey Catholic District School Board	1,200,285	2,288,180	82,390
7	Catholic District School Board of Eastern Ontario	2,492,645	6,086,512	188,272
8	Conseil des écoles publiques de l'Est de l'Ontario	3,973,557	6,484,572	227,353
9	Conseil scolaire catholique MonAvenir	4,075,250	6,008,390	219,564
10	Conseil scolaire catholique Providence	3,541,309	3,519,350	156,689
11	Conseil scolaire de district catholique de l'Est ontarien	3,225,596	4,302,995	166,421
12	Conseil scolaire de district catholique des Aurores boréales	1,249,978	356,439	43,245
13	Conseil scolaire de district catholique des Grandes Rivières	3,024,905	2,574,230	126,290
14	Conseil scolaire de district catholique du Centre-Est de l'Ontario	5,392,455	9,382,471	317,139
15	Conseil scolaire de district catholique du Nouvel-Ontario	3,390,206	2,692,762	136,354
16	Conseil scolaire de district catholique Franco-Nord	1,636,243	1,260,169	70,076
17	Conseil scolaire de district du Nord-Est de l'Ontario	1,982,719	991,675	71,698
18	Conseil scolaire public du Grand Nord de l'Ontario	2,073,282	1,114,332	76,133
19	Conseil scolaire Viamonde	3,995,248	4,643,301	189,507
20	District School Board of Niagara	4,474,321	16,549,491	447,110
21	District School Board Ontario North East	2,880,520	3,289,994	138,174
22	Dufferin-Peel Catholic District School Board	8,212,354	27,936,213	761,692
23	Durham Catholic District School Board	2,196,919	8,074,490	223,470
24	Durham District School Board	8,178,238	27,922,258	760,692
25	Grand Erie District School Board	3,269,618	11,401,766	314,985
26	Greater Essex County District School Board	3,923,882	14,564,541	394,376
27	Halton Catholic District School Board	3,663,547	13,547,204	367,802
28	Halton District School Board	6,869,961	23,981,678	651,521
29	Hamilton-Wentworth Catholic District School Board	3,185,093	12,617,790	338,519
30	Hamilton-Wentworth District School Board	6,056,239	20,864,358	569,758
31	Hastings and Prince Edward District School Board	2,547,953	7,123,101	210,983
32	Huron Perth Catholic District School Board	1,148,658	2,067,628	76,729
33	Huron-Superior Catholic District School Board	1,915,272	1,910,307	89,402

<b>Item</b>	<b>Column 1 Name of Board</b>	<b>Column 2 Projected Measures of Variability Amount, in dollars</b>	<b>Column 3 Projected Special Education Statistical Prediction Model Amount, in dollars</b>	<b>Column 4 Projected Other Staffing Resources Amount, in dollars</b>
34	Kawartha Pine Ridge District School Board	4,224,116	14,284,515	394,797
35	Keewatin-Patricia District School Board	2,789,374	2,298,612	115,659
36	Kenora Catholic District School Board	763,349	581,358	37,802
37	Lakehead District School Board	2,644,979	3,619,575	140,130
38	Lambton Kent District School Board	2,618,829	9,887,919	269,963
39	Limestone District School Board	2,789,808	8,487,687	244,395
40	London District Catholic School Board	2,432,207	8,680,406	240,966
41	Near North District School Board	2,536,919	4,788,453	162,195
42	Niagara Catholic District School Board	2,181,081	8,514,157	232,285
43	Nipissing-Parry Sound Catholic District School Board	943,109	1,330,620	57,125
44	Northeastern Catholic District School Board	1,073,396	1,052,306	54,046
45	Northwest Catholic District School Board	950,791	564,750	41,355
46	Ottawa-Carleton District School Board	8,114,119	28,024,009	761,475
47	Ottawa Catholic District School Board	5,021,173	17,340,494	474,937
48	Peel District School Board	17,448,967	53,946,298	1,494,793
49	Peterborough Victoria Northumberland and Clarington Catholic District School Board	2,030,671	6,286,939	182,832
50	Rainbow District School Board	3,423,188	5,801,675	201,702
51	Rainy River District School Board	1,059,638	1,127,239	55,318
52	Renfrew County Catholic District School Board	1,395,892	2,166,136	83,920
53	Renfrew County District School Board	2,290,854	4,334,636	147,638
54	Simcoe County District School Board	7,120,396	22,481,449	625,526
55	Simcoe Muskoka Catholic District School Board	3,333,743	9,508,041	276,931
56	St. Clair Catholic District School Board	1,882,368	3,900,729	130,116
57	Sudbury Catholic District School Board	1,864,551	2,689,644	104,556
58	Superior-Greenstone District School Board	737,069	698,367	39,689
59	Superior North Catholic District School Board	394,215	267,331	23,593
60	Thames Valley District School Board	9,625,057	33,852,081	914,120
61	Thunder Bay Catholic District School Board	2,183,086	3,042,094	118,512
62	Toronto Catholic District School Board	9,079,343	34,470,662	915,636
63	Toronto District School Board	26,071,689	90,224,097	2,428,686
64	Trillium Lakelands District School Board	2,536,808	7,655,905	221,833
65	Upper Canada District School Board	4,058,202	11,956,538	342,926
66	Upper Grand District School Board	4,107,345	13,848,756	383,305
67	Waterloo Catholic District School Board	2,799,904	9,608,149	267,910
68	Waterloo Region District School Board	7,559,005	24,923,340	685,438
69	Wellington Catholic District School Board	1,652,144	3,106,853	108,816
70	Windsor-Essex Catholic District School Board	2,321,840	8,121,718	227,050
71	York Catholic District School Board	4,918,200	19,323,254	514,035
72	York Region District School Board	12,428,242	46,309,670	1,231,531

## APPENDIX 2: DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA)

### TABLE - 2020-21 Revised Estimates

**Note:** for planning purposes please note that the 2020-21 DSENA Table amounts have been adjusted to reflect enrolment changes (from 2020-21 Projections to Revised Estimates) and the Legislative Grants for 2020-21 will be updated to reflect these changes. Consistent with previous years, once final average daily enrolment for 2020-21 is known, the DSENA Table amounts will be finalized and the Legislative Grants updated again.

Item	Column 1 Name of board	Column 2 Revised Estimates Measures of Variability Amount, in dollars	Column 3 Revised Estimates Special Education Statistical Prediction Model Amount, in dollars	Column 4 Revised Estimates Other Staffing Resources Amount, in dollars
1	Algoma District School Board	3,443,237	4,843,066	182,062
2	Algonquin and Lakeshore Catholic District School Board	2,352,204	4,987,972	162,388
3	Avon Maitland District School Board	1,801,132	7,021,392	193,213
4	Bluewater District School Board	2,215,024	7,596,281	213,775
5	Brant Haldimand Norfolk Catholic District School Board	1,986,234	4,648,817	147,725
6	Bruce-Grey Catholic District School Board	1,232,965	2,224,949	81,656
7	Catholic District School Board of Eastern Ontario	2,471,425	5,989,520	185,694
8	Conseil des écoles publiques de l'Est de l'Ontario	3,850,529	6,343,080	221,725
9	Conseil scolaire catholique MonAvenir	4,056,350	5,928,044	217,374
10	Conseil scolaire catholique Providence	3,551,080	3,587,498	158,196
11	Conseil scolaire de district catholique de l'Est ontarien	3,195,303	4,316,385	165,954
12	Conseil scolaire de district catholique des Aurores boréales	1,180,816	322,390	41,008
13	Conseil scolaire de district catholique des Grandes Rivières	3,039,694	2,589,705	126,812
14	Conseil scolaire de district catholique du Centre-Est de l'Ontario	5,196,832	9,191,167	308,947
15	Conseil scolaire de district catholique du Nouvel-Ontario	3,402,135	2,666,000	135,936
16	Conseil scolaire de district catholique Franco-Nord	1,567,341	1,213,389	67,574
17	Conseil scolaire de district du Nord-Est de l'Ontario	1,863,982	949,196	68,249
18	Conseil scolaire public du Grand Nord de l'Ontario	2,033,522	1,105,098	75,017
19	Conseil scolaire Viamonde	3,978,895	4,574,653	187,620
20	District School Board of Niagara	4,319,529	15,931,048	430,859
21	District School Board Ontario North East	2,931,719	3,319,830	139,750
22	Dufferin-Peel Catholic District School Board	8,158,187	28,075,293	763,222
23	Durham Catholic District School Board	2,261,017	8,231,703	227,945
24	Durham District School Board	8,121,684	27,727,703	755,235
25	Grand Erie District School Board	3,197,013	11,323,252	311,697
26	Greater Essex County District School Board	3,956,952	14,849,279	400,824
27	Halton Catholic District School Board	3,507,885	13,095,098	355,007
28	Halton District School Board	6,842,454	23,670,739	644,269
29	Hamilton-Wentworth Catholic District School Board	3,114,081	12,418,341	332,745
30	Hamilton-Wentworth District School Board	5,876,547	20,323,291	554,573
31	Hastings and Prince Edward District School Board	2,575,815	6,834,336	205,433

<b>Item</b>	<b>Column 1 Name of board</b>	<b>Column 2 Revised Estimates Measures of Variability Amount, in dollars</b>	<b>Column 3 Revised Estimates Special Education Statistical Prediction Model Amount, in dollars</b>	<b>Column 4 Revised Estimates Other Staffing Resources Amount, in dollars</b>
32	Huron Perth Catholic District School Board	1,186,755	2,040,283	76,855
33	Huron-Superior Catholic District School Board	1,940,275	1,902,529	89,660
34	Kawartha Pine Ridge District School Board	4,026,199	13,681,514	377,980
35	Keewatin-Patricia District School Board	2,728,096	2,136,812	110,915
36	Kenora Catholic District School Board	733,857	583,945	37,153
37	Lakehead District School Board	2,700,678	3,605,951	140,895
38	Lambton Kent District School Board	2,528,733	9,655,864	263,127
39	Limestone District School Board	2,798,712	8,389,903	242,416
40	London District Catholic School Board	2,398,993	8,734,122	241,262
41	Near North District School Board	2,493,199	4,662,635	158,554
42	Niagara Catholic District School Board	2,148,599	8,589,635	233,050
43	Nipissing-Parry Sound Catholic District School Board	905,244	1,315,019	55,920
44	Northeastern Catholic District School Board	1,028,171	1,052,734	53,022
45	Northwest Catholic District School Board	899,017	522,362	39,307
46	Ottawa-Carleton District School Board	8,101,780	27,709,055	754,433
47	Ottawa Catholic District School Board	4,915,881	16,962,385	464,706
48	Peel District School Board	17,304,408	54,098,212	1,494,562
49	Peterborough Victoria Northumberland and Clarington Catholic District School Board	2,003,442	6,158,913	179,485
50	Rainbow District School Board	3,563,578	5,835,472	205,202
51	Rainy River District School Board	1,046,937	1,112,132	54,647
52	Renfrew County Catholic District School Board	1,333,807	2,131,811	81,817
53	Renfrew County District School Board	2,242,744	4,285,790	145,510
54	Simcoe County District School Board	7,239,437	22,398,975	626,078
55	Simcoe Muskoka Catholic District School Board	3,327,954	9,397,537	274,375
56	St. Clair Catholic District School Board	1,840,137	3,828,771	127,634
57	Sudbury Catholic District School Board	1,894,095	2,699,262	105,268
58	Superior-Greenstone District School Board	678,750	663,730	37,666
59	Superior North Catholic District School Board	388,517	275,661	23,561
60	Thames Valley District School Board	9,208,908	32,487,618	876,826
61	Thunder Bay Catholic District School Board	2,216,358	3,078,133	119,848
62	Toronto Catholic District School Board	9,086,860	34,595,336	918,118
63	Toronto District School Board	26,245,457	90,163,783	2,430,472
64	Trillium Lakelands District School Board	2,505,523	7,919,926	226,546
65	Upper Canada District School Board	4,099,770	12,022,743	345,016
66	Upper Grand District School Board	4,003,728	13,574,268	375,283
67	Waterloo Catholic District School Board	2,599,324	9,160,495	254,294
68	Waterloo Region District School Board	7,591,041	24,830,689	683,957
69	Wellington Catholic District School Board	1,646,434	3,073,765	107,906
70	Windsor-Essex Catholic District School Board	2,293,142	8,208,582	228,132

<b>Item</b>	<b>Column 1 Name of board</b>	<b>Column 2 Revised Estimates Measures of Variability Amount, in dollars</b>	<b>Column 3 Revised Estimates Special Education Statistical Prediction Model Amount, in dollars</b>	<b>Column 4 Revised Estimates Other Staffing Resources Amount, in dollars</b>
71	York Catholic District School Board	4,986,491	19,291,433	514,607
72	York Region District School Board	12,511,184	46,401,950	1,234,844

## APPENDIX 3: DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA)

### TABLE - 2019-20 Revised Enrolment

**Note:** for planning purposes please note that the 2019-20 DSENA Table amounts have been updated to reflect average daily enrolment counts for the 2019-20 school year as of March 8, 2021. These ADE counts are not yet finalized, thus these amounts are subject to change. Consistent with past years, once final average daily enrolment is known for the 2019-20 school year these DSENA Table amounts will be finalized and the Legislative Grants updated one final time.

Item	Column 1 Name of board	Column 2 Revised Measures of Variability Amount, in dollars	Column 3 Revised special Education Statistical Prediction Model Amount, in dollars	Column 4 Revised Other Staffing Resources Amount, in dollars
1	Algoma District School Board	3,321,375	4,514,091	172,766
2	Algonquin and Lakeshore Catholic District School Board	2,336,606	4,892,639	160,147
3	Avon Maitland District School Board	1,775,941	6,973,908	191,800
4	Bluewater District School Board	2,238,030	7,590,858	214,260
5	Brant Haldimand Norfolk Catholic District School Board	1,894,910	4,458,872	141,924
6	Bruce-Grey Catholic District School Board	1,217,814	2,191,130	80,626
7	Catholic District School Board of Eastern Ontario	2,418,282	5,894,570	182,703
8	Conseil des écoles publiques de l'Est de l'Ontario	3,743,290	6,126,117	215,104
9	Conseil scolaire catholique MonAvenir	4,023,143	5,817,463	214,504
10	Conseil scolaire catholique Providence	3,565,258	3,618,603	159,203
11	Conseil scolaire de district catholique de l'Est ontarien	3,128,656	4,241,490	163,080
12	Conseil scolaire de district catholique des Aurores boréales	1,194,049	337,492	41,546
13	Conseil scolaire de district catholique des Grandes Rivières	3,043,277	2,626,847	127,693
14	Conseil scolaire de district catholique du Centre-Est de l'Ontario	5,026,183	8,872,785	298,981
15	Conseil scolaire de district catholique du Nouvel-Ontario	3,422,229	2,650,847	136,081
16	Conseil scolaire de district catholique Franco-Nord	1,575,405	1,241,473	68,301
17	Conseil scolaire de district du Nord-Est de l'Ontario	1,837,097	923,979	67,140
18	Conseil scolaire public du Grand Nord de l'Ontario	1,964,459	1,077,174	72,980
19	Conseil scolaire Viamonde	3,855,237	4,349,449	180,452
20	District School Board of Niagara	4,289,896	15,668,092	425,103
21	District School Board Ontario North East	2,791,415	3,210,294	134,595
22	Dufferin-Peel Catholic District School Board	8,140,799	28,278,743	767,760
23	Durham Catholic District School Board	2,166,005	8,062,248	222,573
24	Durham District School Board	7,808,735	27,238,315	739,191
25	Grand Erie District School Board	3,284,870	11,300,151	313,262
26	Greater Essex County District School Board	4,057,863	14,618,422	398,424
27	Halton Catholic District School Board	3,392,781	12,810,989	346,957
28	Halton District School Board	6,740,606	23,044,921	629,669
29	Hamilton-Wentworth Catholic District School Board	3,040,781	12,094,945	324,725

<b>Item</b>	<b>Column 1 Name of board</b>	<b>Column 2 Revised Measures of Variability Amount, in dollars</b>	<b>Column 3 Revised special Education Statistical Prediction Model Amount, in dollars</b>	<b>Column 4 Revised Other Staffing Resources Amount, in dollars</b>
30	Hamilton-Wentworth District School Board	5,870,613	20,417,684	556,872
31	Hastings and Prince Edward District School Board	2,488,797	6,715,768	201,265
32	Huron Perth Catholic District School Board	1,193,955	2,015,832	76,480
33	Huron-Superior Catholic District School Board	1,946,086	1,913,024	89,996
34	Kawartha Pine Ridge District School Board	3,863,737	13,602,922	373,245
35	Keewatin-Patricia District School Board	2,817,443	2,217,251	114,467
36	Kenora Catholic District School Board	737,754	575,365	37,000
37	Lakehead District School Board	2,716,485	3,665,518	142,512
38	Lambton Kent District School Board	2,571,776	9,473,059	260,387
39	Limestone District School Board	2,746,465	8,263,350	238,842
40	London District Catholic School Board	2,291,225	8,588,644	236,137
41	Near North District School Board	2,502,593	4,655,079	158,658
42	Niagara Catholic District School Board	2,245,789	8,570,135	234,806
43	Nipissing-Parry Sound Catholic District School Board	885,674	1,234,919	53,808
44	Northeastern Catholic District School Board	1,021,693	1,027,903	52,330
45	Northwest Catholic District School Board	879,874	517,546	38,755
46	Ottawa-Carleton District School Board	8,313,622	27,613,601	757,512
47	Ottawa Catholic District School Board	4,777,250	16,466,789	451,873
48	Peel District School Board	17,096,325	53,750,703	1,484,388
49	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1,919,215	6,096,226	176,512
50	Rainbow District School Board	3,507,834	5,820,900	203,849
51	Rainy River District School Board	1,100,066	1,169,369	56,906
52	Renfrew County Catholic District School Board	1,330,550	2,111,470	81,314
53	Renfrew County District School Board	2,160,264	4,224,121	142,561
54	Simcoe County District School Board	7,228,254	21,888,735	615,753
55	Simcoe Muskoka Catholic District School Board	3,242,799	9,136,492	267,349
56	St. Clair Catholic District School Board	1,825,566	3,708,054	124,852
57	Sudbury Catholic District School Board	1,833,774	2,616,896	102,310
58	Superior-Greenstone District School Board	684,450	659,530	37,642
59	Superior North Catholic District School Board	370,455	259,388	22,777
60	Thames Valley District School Board	9,013,619	32,173,695	867,004
61	Thunder Bay Catholic District School Board	2,273,667	3,115,993	121,855
62	Toronto Catholic District School Board	9,269,403	34,945,977	930,035
63	Toronto District School Board	26,127,583	90,546,294	2,438,300
64	Trillium Lakelands District School Board	2,435,081	7,893,950	224,671
65	Upper Canada District School Board	4,136,723	11,964,934	344,832
66	Upper Grand District School Board	3,724,119	13,323,590	364,524

<b>Item</b>	<b>Column 1 Name of board</b>	<b>Column 2 Revised Measures of Variability Amount, in dollars</b>	<b>Column 3 Revised special Education Statistical Prediction Model Amount, in dollars</b>	<b>Column 4 Revised Other Staffing Resources Amount, in dollars</b>
67	Waterloo Catholic District School Board	2,549,883	8,997,642	250,035
68	Waterloo Region District School Board	7,544,238	24,454,931	675,747
69	Wellington Catholic District School Board	1,579,062	3,044,979	105,919
70	Windsor-Essex Catholic District School Board	2,318,424	8,216,923	228,966
71	York Catholic District School Board	5,126,602	19,190,093	515,832
72	York Region District School Board	12,449,676	46,029,408	1,226,942

**Ministry of Education**

School Board Business Support  
Branch  
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**Ministère de l'Éducation**

Direction du soutien aux activités des  
conseils scolaires  
2, rue Carlton, bureau 710  
Toronto (Ontario) M5B 1J3

**2021: SB07**

**Date:** May 4, 2021

**Memorandum to:** Senior Business Officials

**From:** Mehul Mehta  
Director  
School Board Business Support Branch

**Subject:** **Student Transportation – Grants for Student Needs, 2021-22**

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As a follow-up to Memorandum 2021: B08, dated May 4, 2021, I am writing to provide details on the 2021-22 Student Transportation Grant which is projected to be about \$1,077.6 million.

In addition to the funding that will be flowed through the Student Transportation Grant component of the Grants for Student Needs (GSN), there will be an additional \$65.5M for student transportation related to COVID funding supports for enhanced cleaning protocols and other safety measures in student transportation. More information about this funding can be found in 2021:B07 – Planning for the 2021-22 School Year memo.

**GSN Funding****Transportation to Provincial and Demonstration Schools**

As in prior years, funding to cover expenditures for transportation to Provincial and Demonstration schools will be based on expenditures reported by school boards, as approved by the ministry. School boards may report these expenses through financial reports and receive direct reimbursement with expenditure approval.

**Enrolment Adjustment**

The ministry is continuing the student transportation review with the goal to achieve a more effective, accountable and needs-based student transportation system through a targeted

advisory group to gather input on funding, consortia model and operations, and procurement. Details on further work related to the student transportation review will be communicated in the future.

For the 2021-22 school year, the Student Transportation Grant will be maintained at prior years' funding level with adjustments to reflect enrolment growth resulting in a projected investment of about \$14 million. To maintain stability in funding, school boards with declining enrolment will not see any negative adjustment.

### **Fuel Escalator and De-escalator Component**

Similar to prior years, the fuel escalator and de-escalator component will provide some stability in funding to school boards for actual fuel prices (posted on [Government of Ontario website](#), net of HST) that fall outside a corridor around pegged prices from September to June. This funding adjustment, which could result in an increase or decrease depending on the trends in fuel prices during the year, will be applied to a board's transportation allocation following the submission of 2021-22 financial statements. Additional details on this methodology can be found in the 2021-22 GSN Technical Paper.

### **School Bus Rider Safety Training Component**

The total Student Transportation Grant includes about \$1.7 million for School Bus Rider Safety Training. The standardized training for elementary students continues to be available in English and French through a contract established by the Ontario Education Collaborative Marketplace (OECM) with Intertrain. It is important to note that only training programs delivered by Intertrain through this OECM contract are eligible for this safety training funding support.

Funding allocation for this training component is based on the following:

- Projected number of funded sessions, based on 250 students per session, to cover up to 50 per cent of each boards' elementary students in 2021-22. Column F of Appendix A lists the number of projected sessions for each board.
- Reimbursement rate of \$370 for each on-site session and \$244 for each online training session. Projected amount in column D of Appendix A assumes that all sessions in column F are on-site sessions. Actual funding will be based on the number of on-site and/or online sessions delivered. Boards will be required to report the number of on-site and online training sessions conducted through 2021-22 financial statements.

For more information on the standardized school bus rider safety training, please visit the [OECM website](#). Questions about accessing this program and establishing an agreement should be directed to OECM through Mie Okawa at [mie.okawa@oecm.ca](mailto:mie.okawa@oecm.ca) or 647-289-3717.

### **COVID Health and Safety Supports for Student Transportation**

As noted above, the Ministry is providing a total of \$65.5 million through Priorities and Partnership Funding (PPF). This funding, which is in addition to the Student Transportation

Grant in the GSN, is intended to support enhanced cleaning protocols (e.g., additional labour, supplies), to assist in reducing the number of students on school buses to support physical distancing, and to address other pressures school boards may face in transporting students as a result of COVID-19 for the 2021-22 school year.

At this time, school boards are directed to budget for approximately half of these resources to support the first half of the school year. The ministry will confirm the use of the remaining resources, if needed for the second half of the year, in the Fall, pending vaccine distribution across the province and public health advice. More information about this funding can be found in 2021:B07 – Planning for the 2021-22 School Year memo.

If you have any questions or comments, please contact Nathania Ho, Manager (Acting), Transportation and Cooperative Services Unit, at (416) 995-2261 or [nathania.ho@ontario.ca](mailto:nathania.ho@ontario.ca).

Sincerely,

*Original signed by*

Mehul Mehta  
Director  
School Board Business Support Branch

c: Directors of Education  
Transportation Managers

## Appendix A - Projected Student Transportation Grant In 2021-22 GSN

		A	B	C	D	E = A+B+C+D	F
DSB #	DSB Name	2020-21 Base (NOTE 1)	Enrolment Adjustment	Provincial and Demonstration Schools (NOTE 2)	School Bus Rider Safety Training (NOTE 3)	PROJECTED 2021-22 ALLOCATION	Number of Projected Sessions for Bus Rider Safety Training
1	District School Board Ontario North East	\$8,350,460	\$0	\$0	\$8,880	\$8,359,340	24
2	Algoma District School Board	\$9,306,862	\$0	\$0	\$11,840	\$9,318,702	32
3	Rainbow District School Board	\$14,266,335	\$0	\$0	\$13,690	\$14,280,025	37
4	Near North District School Board	\$11,863,867	\$272,869	\$0	\$11,840	\$12,148,576	32
5.1	Keewatin-Patricia District School Board	\$5,140,951	\$251,907	\$0	\$6,290	\$5,399,148	17
5.2	Rainy River District School Board	\$3,263,255	\$0	\$0	\$4,070	\$3,267,325	11
6.1	Lakehead District School Board	\$6,679,020	\$26,716	\$0	\$9,620	\$6,795,356	26
6.2	Superior-Greenstone District School Board	\$1,638,754	\$40,969	\$0	\$3,330	\$1,683,053	9
7	Bluewater District School Board	\$14,733,350	\$162,067	\$0	\$16,280	\$14,911,697	44
8	Avon Maitland District School Board	\$12,638,103	\$0	\$297,625	\$14,060	\$12,949,788	38
9	Greater Essex County District School Board	\$14,094,794	\$0	\$0	\$27,380	\$14,122,174	74
10	Lambton Kent District School Board	\$13,399,684	\$348,392	\$81,000	\$20,720	\$13,849,796	56
11	Thames Valley District School Board	\$47,311,326	\$2,460,189	\$604,976	\$65,490	\$50,441,981	177
12	Toronto District School Board	\$62,969,520	\$377,817	\$280,302	\$202,020	\$63,829,659	546
13	Durham District School Board	\$23,698,633	\$94,795	\$0	\$56,980	\$23,850,408	154
14	Kawartha Pine Ridge District School Board	\$21,701,193	\$1,085,060	\$114,228	\$31,820	\$22,932,301	86
15	Trillium Lakelands District School Board	\$15,609,856	\$0	\$0	\$15,170	\$15,625,026	41
16	York Region District School Board	\$43,152,248	\$0	\$45,000	\$95,830	\$43,293,078	259
17	Simcoe County District School Board	\$21,766,117	\$261,193	\$0	\$43,290	\$22,070,600	117
18	Upper Grand District School Board	\$20,010,717	\$460,246	\$220,000	\$30,340	\$20,721,303	82
19	Peel District School Board	\$47,992,188	\$143,977	\$559,369	\$116,920	\$48,812,454	316

		A	B	C	D	E = A+B+C+D	F
DSB #	DSB Name	2020-21 Base (NOTE 1)	Enrolment Adjustment	Provincial and Demonstration Schools (NOTE 2)	School Bus Rider Safety Training (NOTE 3)	PROJECTED 2021-22 ALLOCATION	Number of Projected Sessions for Bus Rider Safety Training
20	Halton District School Board	\$17,592,110	\$87,961	\$294,000	\$49,210	\$18,023,281	133
21	Hamilton-Wentworth District School Board	\$16,010,183	\$544,346	\$384,538	\$41,070	\$16,980,137	111
22	District School Board of Niagara	\$20,479,479	\$839,659	\$0	\$32,560	\$21,351,698	88
23	Grand Erie District School Board	\$13,056,069	\$261,121	\$579,107	\$23,680	\$13,919,977	64
24	Waterloo Region District School Board	\$18,213,227	\$127,493	\$349,295	\$49,950	\$18,739,965	135
25	Ottawa-Carleton District School Board	\$43,088,369	\$215,442	\$0	\$58,460	\$43,362,271	158
26	Upper Canada District School Board	\$32,786,864	\$32,787	\$0	\$26,270	\$32,845,921	71
27	Limestone District School Board	\$16,375,814	\$212,886	\$152,000	\$19,610	\$16,760,310	53
28	Renfrew County District School Board	\$8,843,889	\$203,409	\$0	\$8,510	\$9,055,808	23
29	Hastings and Prince Edward District School Board	\$14,669,330	\$513,427	\$229,400	\$14,800	\$15,426,957	40
30.1	Northeastern Catholic District School Board	\$3,334,790	\$26,678	\$0	\$4,070	\$3,365,538	11
30.2	Nipissing-Parry Sound Catholic District School Board	\$3,666,923	\$14,668	\$0	\$4,070	\$3,685,661	11
31	Huron-Superior Catholic District School Board	\$3,779,644	\$0	\$0	\$5,550	\$3,785,194	15
32	Sudbury Catholic District School Board	\$6,388,108	\$0	\$0	\$5,180	\$6,393,288	14
33.1	Northwest Catholic District School Board	\$1,384,837	\$26,312	\$0	\$1,850	\$1,412,999	5
33.2	Kenora Catholic District School Board	\$1,165,721	\$0	\$0	\$1,480	\$1,167,201	4
34.1	Thunder Bay Catholic District School Board	\$5,676,210	\$0	\$0	\$7,400	\$5,683,610	20
34.2	Superior North Catholic District School Board	\$555,681	\$0	\$0	\$2,590	\$558,271	7
35	Bruce-Grey Catholic District School Board	\$4,524,672	\$131,215	\$0	\$4,440	\$4,660,327	12
36	Huron Perth Catholic District School Board	\$5,655,673	\$96,146	\$0	\$5,920	\$5,757,739	16
37	Windsor-Essex Catholic District School Board	\$9,447,778	\$0	\$0	\$15,910	\$9,463,688	43
38	London District Catholic School Board	\$17,043,322	\$68,173	\$51,000	\$17,760	\$17,180,255	48
39	St. Clair Catholic District School Board	\$6,987,587	\$111,801	\$252,651	\$8,880	\$7,360,919	24

		A	B	C	D	E = A+B+C+D	F
DSB #	DSB Name	2020-21 Base (NOTE 1)	Enrolment Adjustment	Provincial and Demonstration Schools (NOTE 2)	School Bus Rider Safety Training (NOTE 3)	PROJECTED 2021-22 ALLOCATION	Number of Projected Sessions for Bus Rider Safety Training
40	Toronto Catholic District School Board	\$33,014,119	\$165,071	\$89,180	\$75,480	\$33,343,850	204
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	\$12,057,651	\$277,326	\$0	\$13,690	\$12,348,667	37
42	York Catholic District School Board	\$18,835,982	\$0	\$67,543	\$38,110	\$18,941,635	103
43	Dufferin-Peel Catholic District School Board	\$21,030,230	\$0	\$281,638	\$54,760	\$21,366,628	148
44	Simcoe Muskoka Catholic District School Board	\$13,165,357	\$171,150	\$0	\$19,240	\$13,355,747	52
45	Durham Catholic District School Board	\$8,913,255	\$0	\$0	\$17,760	\$8,931,015	48
46	Halton Catholic District School Board	\$9,187,856	\$211,321	\$144,000	\$24,790	\$9,567,967	67
47	Hamilton-Wentworth Catholic District School Board	\$7,800,455	\$132,608	\$138,185	\$22,200	\$8,093,448	60
48	Wellington Catholic District School Board	\$4,486,226	\$112,156	\$0	\$7,400	\$4,605,782	20
49	Waterloo Catholic District School Board	\$7,124,491	\$377,598	\$105,693	\$19,610	\$7,627,392	53
50	Niagara Catholic District School Board	\$10,826,007	\$0	\$93,431	\$20,350	\$10,939,788	55
51	Brant Haldimand Norfolk Catholic District School Board	\$5,670,808	\$187,137	\$0	\$11,100	\$5,869,044	30
52	Catholic District School Board of Eastern Ontario	\$18,938,946	\$492,413	\$0	\$13,320	\$19,444,679	36
53	Ottawa Catholic District School Board	\$26,112,454	\$443,912	\$0	\$35,890	\$26,592,256	97
54	Renfrew County Catholic District School Board	\$5,212,530	\$99,038	\$0	\$7,030	\$5,318,598	19
55	Algonquin and Lakeshore Catholic District School Board	\$11,469,461	\$137,634	\$64,338	\$12,580	\$11,684,013	34
56	Conseil scolaire de district du Nord-Est de l'Ontario	\$2,166,232	\$108,312	\$0	\$3,330	\$2,277,873	9
57	Conseil scolaire public du Grand Nord de l'Ontario	\$3,309,426	\$0	\$0	\$4,810	\$3,314,236	13
58	Conseil scolaire Viamonde	\$20,791,223	\$374,242	\$0	\$18,500	\$21,183,965	50
59	Conseil des écoles publiques de l'Est de l'Ontario	\$15,966,635	\$287,399	\$0	\$15,170	\$16,269,204	41
60.1	Conseil scolaire de district catholique des Grandes Rivières	\$6,982,831	\$0	\$0	\$9,250	\$6,992,081	25
60.2	Conseil scolaire de district catholique Franco-Nord	\$3,793,648	\$110,016	\$0	\$4,070	\$3,907,734	11
61	Conseil scolaire de district catholique du Nouvel-Ontario	\$6,981,887	\$27,928	\$0	\$9,250	\$7,019,065	25

		A	B	C	D	E = A+B+C+D	F
DSB #	DSB Name	2020-21 Base (NOTE 1)	Enrolment Adjustment	Provincial and Demonstration Schools (NOTE 2)	School Bus Rider Safety Training (NOTE 3)	PROJECTED 2021-22 ALLOCATION	Number of Projected Sessions for Bus Rider Safety Training
62	Conseil scolaire de district catholique des Aurores boréales	\$927,732	\$76,074	\$0	\$2,220	\$1,006,026	6
63	Conseil scolaire catholique Providence	\$10,470,979	\$0	\$0	\$10,360	\$10,481,339	28
64	Conseil scolaire catholique MonAvenir	\$29,085,685	\$29,086	\$0	\$20,720	\$29,135,491	56
65	Conseil scolaire de district catholique de l'Est ontarien	\$11,682,218	\$93,458	\$0	\$11,840	\$11,787,516	32
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	\$19,891,457	\$238,697	\$579,197	\$22,940	\$20,732,291	62

## Notes

- 1) 2021-22 Base Allocation for Student Transportation refers to the 2020-21 Student Transportation Allocation Amount for Enrolment Adjustment as of 2020-21 Revised Estimates (subject to change pending receipt of 2020-21 Financial Statements). This excludes any fuel-related adjustments noted in memo 2021: SB02 that will be reflected in 2020-21 Financial Statements impacting 2020-21 school year only and will not be carried into the 2021-22 school year.
- 2) Provincial School Transportation Amount includes an estimated expenditure amount for the board Conseil scolaire de district catholique du Centre-Est de l'Ontario; and the other school boards that have the responsibilities to plan and deliver provincial school transportation. Figures are as of 2020-21 Revised Estimates (subject to change pending receipt of 2020-21 Financial Statements).
- 3) Safety Training Amount includes an estimated expenditure amount for each school board.



**Ministry of Education**

Education Labour and Finance  
Division  
315 Front Street West  
12<sup>th</sup> Floor  
Toronto ON M7A 0B8

**Ministère de l'Éducation**

Division des relations de travail et du  
financement en matière d'éducation  
315, rue Front Ouest  
12<sup>e</sup> étage  
Toronto (Ontario) M7A 0B8

**2021:SB08**

**Date:** May 4, 2021

**Memorandum to:** Senior Business Officials

**From:** Med Ahmadoun  
Director  
Financial Analysis and Accountability Branch

Romina Di Pasquale  
Director  
Education Labour and Finance Implementation Branch

**Subject** **2021-22 Estimates (District School Boards)**

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We are pleased to inform you that the 2021-22 estimates, related guides and instructions are now available through the estimates link on the “Reporting to the Ministry” section of the [Financial Analysis and Accountability Branch \(FAAB\) website](#).

**TRAINING MATERIALS**

Training materials for the 2021-22 estimates forms, which explain the most significant changes to the Grants for Student Needs (GSN), are available to download in the Education Finance Information System (EFIS) under the “Training Material” folder in the S2122EST application.

**IMPORTANT NOTES ON REPORTING****A. Regulation amendments to exempt the three accounting adjustments**

For the 2021-22 school year, the ministry will propose amendments to Ontario Regulation 488/10 – *Determination of Boards' Surplus and Deficits* and Ontario Regulation 280/19 – *Calculation of Maximum In-Year Deficit* to exempt the three accounting adjustments related to employee future benefits, committed capital and sinking fund interest earned as school boards have already set aside reserves for these

three adjustments. Accordingly, these three accounting adjustments will no longer count towards the boards' calculation of the in-year deficit and the previous exemption under Ontario Regulation 280/19 will no longer be required.

***B. Balanced Budgets Requirements, Ministry Approval for In-year Deficits and Additional COVID-19 Funding Supports***

As announced in memorandum 2021:B07, The ministry also intends to propose amendments to existing regulations to allow school boards to incur an in-year deficit up to two per cent of their 2021-22 operating allocation without requiring minister's approval. However, pending vaccine distribution and public health advice, school boards are required to budget for half of the amount, or one per cent to support the first half of the school year. As a result, a school board may incur an in-year deficit up to the lower of one per cent of the school board's operating revenue or the accumulated surplus for the preceding school year, consistent with the requirements set out in Ontario Regulation 280/19. If a school board anticipates an in-year deficit greater than one per cent of its operating allocation, Minister approval will be required. In the fall of 2021, the ministry will confirm whether the flexibility of the additional one per cent will be needed. As always, the submission of an in-year deficit approval request, where applicable, is recommended as soon as possible to ensure it is reviewed prior to the start of the next school year.

In addition, Ontario Regulation 280/19 will also be amended to suspend the requirement for the In-Year Deficit Elimination Plan for the 2021-22 school year.

Finally, to support school boards that will draw funds from their accumulated surplus to fund expenses related to COVID-19, the ministry will offset some of these pressures with the following two funding programs:

**1. Stabilization COVID-19 Support Funding:**

This funding is applicable to school boards without sufficient reserves to incur an in-year deficit up to two per cent of their operating allocation. This funding will top-up school boards' available funds to incur in-year deficit for COVID-19 related expenses up to two per cent of their operating allocation for the school year 2021-22. As noted above, half of this funding amount, or up to one per cent of the operating allocation will be available to support the first half of the school year.

**2. Supplemental COVID-19 Support Funding:**

This funding is applicable to school boards that have already incurred or expected to incur a total COVID-19 related deficit of more than two per cent of their operating allocation over the 2020-21 and 2021-22 school years. This funding will cover the excess use of reserves for COVID-19 related expenses up to two per cent of their 2021-22 operating allocation. As noted above, half of this funding amount, or up to

one per cent of the operating allocation will be available to support the first half of the school year.

In the 2021-22 Estimates, school boards must not include revenue from these two funding programs as they will be calculated by the ministry after the 2021-22 Estimates submissions are received and included in the Finance Officer reviewed Estimates submission. Furthermore, revenue from the Stabilization COVID-19 Support Funding will count towards the calculation of in-year compliance deficit for Minister's approval, while revenue from the Supplemental COVID-19 Support Funding will not. For details, please see the 2021-22 Estimates EFIS instructions.

With regards to the funding announced for 2021-22, for school boards that access more than a total of 2% of their operating allocation from their reserves over the 2020-21 and 2021-22 school years, eligible 2020-21 expenses only include existing planned 2020-21 expenditures at the time of this announcement. School boards will be required to submit an attestation to this effect at the end of the 2020-21 school year. Further details will be provided with the 2020-21 Financial Statements forms to be released in fall 2021.

***C. Library Staffing and Expenses Reporting***

The ministry is introducing requirements to enhance reporting for library staff funding. This additional reporting is intended to provide the ministry with greater insight into how school boards are funding libraries and related supports.

The enveloping provisions of the Library Staff Allocation in the School Foundation Grant remain in effect.

School boards that are not fully utilizing the funding provided for library staffing through the Pupil Foundation Grant, along with the existing enveloping provision of the Library Staff Allocation, will be flagged in the EFIS forms and required to submit a multi-year plan highlighting their vision and next steps to address any underspending in this area.

***D. Reporting of Expenses Related to Capital Planning Capacity Amount, Non-instructional Space Amount and Parent Engagement Amount***

The Capital Planning Capacity (CPC) Amount, Non-instructional Space Amount and Parent Engagement Amount are moved from the Board Administration Allocation to School Operations Allocation and School Foundation Allocation; however, school boards should continue to report the related expenses under board administration as per the Code of Accounts. The funding will be distributed to the board administration line under respective allocations in Data Forms B, C and D to cover the expenses reported on that line.

## **E. Enrolment Reporting**

### **1. Remote Learning:**

The enrolment for students taking remote learning should continue be reported in the home school of the students. School boards that are contemplating delivering remote learning through virtual schools in 2021-22 should note that virtual schools will not be listed in the school level input forms of EFIS and students enrolled in virtual schools should be reported in their home school.

### **2. Quadmester and Octomester Delivery Models:**

Where school boards continue to offer the quadmester and octomester delivery models, there are no anticipated changes to the methodology for calculating Average Daily Enrolment (ADE) in these models and they will be funded the same way as the 2020-21 school year. Any updates or changes in requirements will be communicated through the release of the 2021-22 Enrolment Register Instructions for Elementary and Secondary Schools, anticipated in late spring/early summer.

## **F. Appendix H Reporting**

As a reminder, Appendix H is a position-based schedule using two specific measurement dates, October 31 and March 31. Any positions created or retained to support school boards in maintaining health and safety measures for 2021-22 (e.g. positions created to reduce class size, enhance school cleaning) should be reflected on Appendix H and follow the inclusion and exclusion criteria outlined in the instructions consistent with prior years.

Given the differing education delivery models (e.g. octomester, quadmester) used by school boards to support student cohorting in 2021-22, classroom educator positions supporting the quadmester or octomester models should be reported as the sum of their position's full-time equivalency (FTE) for their first two quadmasters or first four octomesters, to align as closely as possible to the typical October count date. For purposes of the March count date, school boards should assume that regular delivery models will have resumed. Should this not be the case, school boards can adjust the FTE in their 2021-22 revised estimates submission. Given that all of the necessary information may not be available to support the preparation of the 2021-22 estimates submission, school boards should provide their best estimate of FTE for the October count date based on previous year staffing levels where they continue to be supported through the ministry's funding announcements and a return to regular delivery models for the March count date.

The FTE reporting of positions not supporting the quadmester or octomester models has not changed and school boards should continue following the reporting instructions and guidelines when completing Appendix H. Please refer to Section Appendix H and Subsection Input – General for the reporting criteria.

With the introduction of Section C. - Library Staffing and Expenses, school boards are reminded to apply consistent reporting methods to their library and guidance FTEs at all reporting cycles in order to accurately report the FTEs on Appendix H lines 4.1 Library and Guidance Staff – Library Teachers, and 4.2 Library and Guidance Staff – Guidance Teachers. The FTEs reported on lines 4.1 and 4.2 will be pre-loaded into Section C. Library Staffing and Expenses.

**G. Supports For Students Fund (SSF) and Investment in Systems Priorities (ISP)**

Although there is no specific reporting related to SSF and ISP in the 2021-22 estimates, the ministry is providing an excel template with reporting instructions which can be downloaded through the File Download Portal under the “2021-22 Estimates” folder in EFIS to facilitate school board reporting for the 2021-22 financial statements.

Various staffing categories are currently pre-loaded based on the central collective agreements and additional blank lines are included to input the details of other staffing categories and related expenses.

**SUBMISSION OF FINANCIAL REPORTS**

Please submit your 2021-22 estimates through EFIS 2.0. In addition, please submit electronically by June 30, 2021 a copy of the following documents, via attachment, to [estimates.met@ontario.ca](mailto:estimates.met@ontario.ca):

<b>From School Board’s Active EFIS Submission (in PDF)</b>
<ul style="list-style-type: none"> <li>• Certificate of the Director of Education (Signed by the Director of Education)</li> <li>• Compliance Report</li> <li>• Schedules 9, 10 and 10ADJ</li> <li>• Section 1A summary</li> </ul>

The file name used should follow the naming convention specified on the FAAB website and school boards are requested to include the following text in the subject line of the email: “2021-22 Estimates Supporting Documentation – DSB ##”.

**LATE SUBMISSIONS**

It is important that school boards meet the due date above as the information is needed for the interim reporting in the provincial budget and the ministry may implement cash flow penalties for estimates that are not received in EFIS by the due date. If the school board is unable to meet the reporting deadline due to extenuating circumstances, please contact your ministry financial analyst to discuss the need for an extension.

## **NOTICE**

Some of the elements and plans and proposals set out in this memo and in the EFIS forms can only take effect if certain regulations are made by the Minister of Education or the Lieutenant Governor in Council under the *Education Act* or other regulations as required. 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.

## **CONTACTS**

<b>Subject</b>	<b>Name</b>	<b>Phone</b>	<b>Email</b>
EFIS user/navigation assistance	Stevan Garic	(437) 221-9722	<a href="mailto:Stevan.Garic@ontario.ca">Stevan.Garic@ontario.ca</a>
	Emily Wells	(437) 223-0052	<a href="mailto:Emily.Wells@ontario.ca">Emily.Wells@ontario.ca</a>
	Alex Zhang	(437) 223-0104	<a href="mailto:Alex.Zhang2@ontario.ca">Alex.Zhang2@ontario.ca</a>
	Andre Mercier	(437) 221-9829	<a href="mailto:Andre.Mercier@ontario.ca">Andre.Mercier@ontario.ca</a>
EFIS login assistance	N/A	N/A	<a href="mailto:efis.support@ontario.ca">efis.support@ontario.ca</a>
Appendix H	Jeff Lewis	(647) 261-7268	<a href="mailto:Jeffrey.Lewis@ontario.ca">Jeffrey.Lewis@ontario.ca</a>
EFIS package/Other Questions	Ministry financial analysts, information can be found on the FAAB website under the " <a href="#">Contact Us</a> " section		

Original signed by

Med Ahmadoun  
Director  
Financial Analysis and Accountability Branch

Romina Di Pasquale  
Director  
Labour and Finance Implementation Branch

cc: Directors of Education

Education Funding

**Grants for Student Needs  
Projections for the 2021-22 School Year**

Spring 2021  
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 2021-2022, Printemps 2021 sur le [site Web](#) du ministère de l'Éducation.

ISBN : 978-1-4868-4978-9 (PDF)

## Grants for Student Needs Projections for the 2021-22 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 2021-22 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 2021-22 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 based on information drawn from the most recent financial information submitted to the ministry by school boards.

### 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, 2021-22 Spring 2021.

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

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\* This document includes data beginning in 2017-18. Data prior to 2017-18 is available on the Ministry of Education's [website](#) under the 'Previous Years' section.

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## Projected Grants for Student Needs for the 2021-22 School Year

### (73) Provincial Total

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	10,872,355,790	11,209,197,188	10,710,449,103	11,185,450,596	11,401,779,985
School Foundation Grant <sup>3</sup>	1,465,759,074	1,496,544,681	1,533,587,941	1,534,517,293	1,551,062,228
Special Education Grant	2,840,578,282	2,985,003,332	3,077,374,452	3,142,530,672	3,211,144,334
Language Grant	774,154,857	836,794,523	885,479,111	837,973,039	900,740,571
Indigenous Education Grant <sup>4</sup>	75,447,396	77,948,639	87,710,253	94,467,941	96,709,056
Geographic Circumstances Grant	205,344,444	206,487,454	216,300,415	213,702,641	216,439,555
Learning Opportunities Grant	764,791,041	743,280,524	516,078,584	517,870,067	550,500,383
Mental Health and Well-Being Grant	48,301,880	49,187,635	50,251,447	74,995,128	86,303,405
Continuing Education and Other Programs Grant	139,813,953	134,797,369	146,984,850	139,805,178	166,323,329
Cost Adjustment and Teacher Qualifications and Experience Grant	2,270,049,405	2,283,274,053	2,811,694,370	2,258,702,914	2,382,610,638
Supports for Students Fund	-	-	-	212,735,478	212,735,478
Program Leadership Grant <sup>4</sup>	-	-	-	66,849,736	73,894,509
Student Transportation Grant	919,446,395	958,513,556	1,024,168,927	1,063,949,883	1,077,602,180
Declining Enrolment Adjustment	13,689,161	9,734,778	11,373,960	78,477,239	27,565,177
School Board Administration and Governance Grant <sup>3, 5</sup>	620,019,839	688,848,264	687,547,809	629,783,419	626,281,030
School Operations Allocation <sup>5</sup>	2,066,454,082	2,118,441,668	2,151,811,813	2,156,024,029	2,199,895,414
School Renewal Allocation	358,472,025	361,691,862	363,360,858	370,056,008	372,703,068
Interest Expense	390,266,530	365,987,691	336,601,567	307,137,929	289,483,673
Non-Permanently Financed Capital Debt	65,723,450	65,723,450	65,723,450	65,723,450	65,723,450
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	24,581,185	-
Sub-Total	23,890,667,604	24,591,456,667	24,676,498,910	24,975,333,824	25,509,497,460
Unallocated amounts <sup>2</sup>	-	-	-	15,454,963	39,733,628
School Authorities	35,863,334	38,021,264	39,137,062	43,955,950	46,586,329
<b>TOTAL FUNDING</b>	<b>23,926,530,938</b>	<b>24,629,477,931</b>	<b>24,715,635,972</b>	<b>25,034,744,736</b>	<b>25,595,817,417</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>405,890,654</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	1,390,734	1,407,357	1,422,566	1,395,492	1,405,101
Secondary	591,239	594,808	596,887	600,600	611,316
Sub-Total	1,981,972	2,002,165	2,019,454	1,996,092	2,016,417
School Authorities	1,202	1,256	1,340	1,304	1,304
<b>TOTAL</b>	<b>1,983,174</b>	<b>2,003,421</b>	<b>2,020,794</b>	<b>1,997,396</b>	<b>2,017,721</b>

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

- Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
- The Provincial Total page includes some amounts that have not yet been allocated on a board-by-board basis. Amounts that have not yet been allocated to specific grants are shown on the Unallocated amounts line.
- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (2) Algoma DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	49,206,367	51,112,120	48,795,566	53,219,032	52,860,629
School Foundation Grant <sup>3</sup>	9,208,290	9,533,421	9,772,965	9,785,398	9,753,366
Special Education Grant	17,057,452	18,992,742	19,892,582	20,724,806	20,629,769
Language Grant	1,523,812	1,633,598	1,805,837	1,700,153	1,829,554
Indigenous Education Grant <sup>4</sup>	1,429,277	1,455,238	1,581,901	1,840,263	1,910,141
Geographic Circumstances Grant	11,249,520	11,013,645	11,590,737	11,165,654	11,186,162
Learning Opportunities Grant	3,775,690	3,379,120	1,896,688	1,919,097	2,065,753
Mental Health and Well-Being Grant	271,196	279,137	286,779	577,276	692,286
Continuing Education and Other Programs Grant	489,455	463,744	636,998	658,809	650,486
Cost Adjustment and Teacher Qualifications and Experience Grant	11,425,416	11,081,296	11,931,728	11,440,598	10,875,165
Supports for Students Fund	-	-	-	1,350,843	1,350,843
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	8,419,362	8,893,214	9,044,569	9,316,072	9,318,702
Declining Enrolment Adjustment	106,335	-	-	-	387,875
School Board Administration and Governance Grant <sup>3, 5</sup>	4,388,143	5,273,951	5,261,103	4,542,420	4,367,807
School Operations Allocation <sup>5</sup>	12,272,562	12,614,928	12,809,347	13,211,487	13,366,862
School Renewal Allocation	3,132,683	3,189,983	3,209,583	3,297,365	3,283,099
Interest Expense	3,354,561	3,208,094	3,066,313	2,847,862	2,817,669
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	180,058	-
<b>TOTAL FUNDING</b>	<b>137,310,121</b>	<b>142,124,231</b>	<b>141,582,696</b>	<b>148,683,058</b>	<b>148,345,561</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	6,098	6,222	6,307	6,585	6,519
Secondary	2,855	2,883	2,899	2,901	2,822
<b>TOTAL</b>	<b>8,952</b>	<b>9,105</b>	<b>9,206</b>	<b>9,486</b>	<b>9,341</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (55) Algonquin and Lakeshore Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	62,687,931	63,775,398	60,796,899	63,375,609	64,756,108
School Foundation Grant <sup>3</sup>	9,761,342	9,882,912	10,128,071	10,210,368	10,336,378
Special Education Grant	17,558,519	18,460,300	19,101,995	19,280,929	19,657,194
Language Grant	2,010,966	2,182,887	2,367,353	2,242,750	2,345,670
Indigenous Education Grant <sup>4</sup>	838,328	815,017	1,663,606	1,742,271	1,939,031
Geographic Circumstances Grant	3,674,246	3,714,499	3,693,619	3,689,791	3,715,206
Learning Opportunities Grant	3,347,732	2,926,567	1,228,144	1,334,081	1,465,551
Mental Health and Well-Being Grant	273,213	275,937	283,710	552,000	679,276
Continuing Education and Other Programs Grant	1,210,954	1,050,806	1,358,605	1,425,409	1,476,147
Cost Adjustment and Teacher Qualifications and Experience Grant	12,299,388	12,255,339	15,309,199	11,861,778	12,253,375
Supports for Students Fund	-	-	-	1,349,889	1,349,889
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	10,397,613	10,789,374	11,315,959	11,546,379	11,684,013
Declining Enrolment Adjustment	-	137,339	34,335	489,780	122,445
School Board Administration and Governance Grant <sup>3, 5</sup>	4,651,580	5,494,895	5,435,174	4,674,643	4,667,227
School Operations Allocation <sup>5</sup>	11,917,671	12,014,712	12,242,689	12,180,042	12,421,835
School Renewal Allocation	2,193,480	2,178,726	2,195,192	2,224,997	2,257,012
Interest Expense	1,171,276	1,134,289	1,063,548	1,030,940	986,027
Non-Permanently Financed Capital Debt	116,347	116,347	116,347	116,347	116,347
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	195,310	-
<b>TOTAL FUNDING</b>	<b>144,110,586</b>	<b>147,205,344</b>	<b>148,334,445</b>	<b>150,429,177</b>	<b>153,228,123</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>387,948</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	7,917	7,937	7,989	7,817	7,839
Secondary	3,487	3,443	3,477	3,476	3,589
<b>TOTAL</b>	<b>11,404</b>	<b>11,380</b>	<b>11,466</b>	<b>11,293</b>	<b>11,428</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (8) Avon Maitland DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	83,076,070	84,354,780	79,312,958	82,842,914	82,830,774
School Foundation Grant <sup>3</sup>	12,550,366	12,684,666	12,574,980	12,541,356	12,533,422
Special Education Grant	21,992,795	22,826,569	23,004,352	23,085,871	23,118,516
Language Grant	2,332,033	2,480,708	2,499,179	2,409,161	2,505,469
Indigenous Education Grant <sup>4</sup>	415,660	413,947	386,751	511,113	472,493
Geographic Circumstances Grant	1,210,568	1,240,215	1,291,556	1,385,591	1,448,639
Learning Opportunities Grant	5,154,467	4,712,601	2,925,064	2,962,000	3,491,341
Mental Health and Well-Being Grant	303,492	305,206	308,517	578,828	702,616
Continuing Education and Other Programs Grant	468,227	509,536	434,962	437,626	432,202
Cost Adjustment and Teacher Qualifications and Experience Grant	20,162,413	19,367,723	23,474,302	18,601,076	19,165,243
Supports for Students Fund	-	-	-	1,696,874	1,696,874
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	12,021,502	12,477,688	12,513,812	12,944,512	12,949,788
Declining Enrolment Adjustment	64,324	48,044	149,372	597,939	358,137
School Board Administration and Governance Grant <sup>3, 5</sup>	5,339,284	6,201,287	6,144,737	5,321,768	5,186,047
School Operations Allocation <sup>5</sup>	18,496,006	18,907,926	18,935,027	19,014,638	19,199,766
School Renewal Allocation	3,583,557	3,608,471	3,588,677	3,646,990	3,636,331
Interest Expense	2,040,164	1,963,597	1,895,677	1,914,147	1,776,433
Non-Permanently Financed Capital Debt	216,662	216,662	216,662	216,662	216,662
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	224,516	-
<b>TOTAL FUNDING</b>	<b>189,427,590</b>	<b>192,319,626</b>	<b>189,656,585</b>	<b>191,839,446</b>	<b>192,720,145</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>656,595</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	10,171	10,208	10,280	10,183	10,183
Secondary	4,947	4,830	4,699	4,570	4,444
<b>TOTAL</b>	<b>15,117</b>	<b>15,038</b>	<b>14,979</b>	<b>14,753</b>	<b>14,627</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (7) Bluewater DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	87,811,689	91,111,257	88,379,402	91,341,952	93,022,908
School Foundation Grant <sup>3</sup>	13,076,240	13,325,973	13,983,471	14,008,778	14,182,562
Special Education Grant	24,122,968	25,632,996	26,477,335	26,435,423	26,741,190
Language Grant	2,800,832	2,947,953	3,080,106	3,004,929	3,154,375
Indigenous Education Grant <sup>4</sup>	1,250,253	1,323,903	1,387,586	1,256,373	1,388,430
Geographic Circumstances Grant	2,020,273	2,024,882	2,081,038	2,139,495	2,189,349
Learning Opportunities Grant	5,244,309	4,815,194	2,981,047	3,030,923	3,500,030
Mental Health and Well-Being Grant	351,639	359,734	371,454	656,483	795,370
Continuing Education and Other Programs Grant	293,957	400,880	463,089	455,776	487,723
Cost Adjustment and Teacher Qualifications and Experience Grant	15,905,111	15,476,414	19,105,427	15,809,067	16,751,788
Supports for Students Fund	-	-	-	1,836,288	1,836,288
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	13,543,486	14,229,195	14,520,353	14,733,350	14,911,697
Declining Enrolment Adjustment	161,200	-	-	556,183	139,046
School Board Administration and Governance Grant <sup>3, 5</sup>	5,775,238	6,693,213	6,748,190	5,899,454	5,777,587
School Operations Allocation <sup>5</sup>	18,899,636	19,370,414	19,513,618	19,606,443	19,951,902
School Renewal Allocation	3,461,761	3,493,608	3,477,081	3,541,333	3,539,488
Interest Expense	3,478,854	3,519,664	2,963,624	2,789,356	2,756,331
Non-Permanently Financed Capital Debt	788,530	788,530	788,530	788,530	788,530
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	237,720	-
<b>TOTAL FUNDING</b>	<b>198,985,976</b>	<b>205,513,810</b>	<b>206,321,351</b>	<b>209,033,721</b>	<b>212,913,986</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,042,562</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	11,788	12,110	12,390	12,261	12,154
Secondary	4,242	4,175	4,153	4,056	4,341
<b>TOTAL</b>	<b>16,030</b>	<b>16,285</b>	<b>16,543</b>	<b>16,318</b>	<b>16,495</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (51) Brant Haldimand Norfolk Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	53,907,152	56,472,548	54,527,893	59,262,331	61,774,020
School Foundation Grant <sup>3</sup>	8,113,094	8,341,832	8,621,373	8,861,010	9,045,190
Special Education Grant	14,139,884	16,163,830	17,196,967	17,748,525	18,339,981
Language Grant	1,640,218	1,722,875	1,882,770	1,749,182	1,940,214
Indigenous Education Grant <sup>4</sup>	321,470	271,900	300,442	331,419	271,459
Geographic Circumstances Grant	1,532,119	1,523,538	1,525,025	1,540,085	1,528,690
Learning Opportunities Grant	3,021,280	2,597,773	1,408,822	1,491,639	1,675,532
Mental Health and Well-Being Grant	205,310	213,338	222,977	465,260	591,945
Continuing Education and Other Programs Grant	435,431	412,233	662,367	488,755	489,923
Cost Adjustment and Teacher Qualifications and Experience Grant	12,036,317	11,736,546	13,944,807	8,994,125	9,597,555
Supports for Students Fund	-	-	-	1,130,786	1,130,786
Program Leadership Grant <sup>4</sup>	-	-	-	904,964	999,392
Student Transportation Grant	5,335,985	5,462,078	5,470,217	5,677,884	5,869,045
Declining Enrolment Adjustment	-	-	-	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	3,950,906	4,844,891	4,773,043	4,075,661	4,023,707
School Operations Allocation <sup>5</sup>	10,051,544	10,641,710	10,801,480	11,116,853	11,564,136
School Renewal Allocation	1,613,806	1,653,894	1,685,537	1,758,828	1,796,335
Interest Expense	2,348,736	2,212,553	2,074,078	1,934,996	1,786,251
Non-Permanently Financed Capital Debt	146,395	146,395	146,395	146,395	146,395
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	188,793	-
<b>TOTAL FUNDING</b>	<b>118,799,647</b>	<b>124,417,934</b>	<b>125,244,193</b>	<b>127,867,492</b>	<b>132,570,557</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,438,971</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	6,566	6,696	6,880	6,900	7,270
Secondary	3,231	3,347	3,426	3,621	3,599
<b>TOTAL</b>	<b>9,797</b>	<b>10,042</b>	<b>10,305</b>	<b>10,521</b>	<b>10,869</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (35) Bruce-Grey Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	23,779,541	25,326,324	24,006,351	25,295,967	26,265,992
School Foundation Grant <sup>3</sup>	3,513,661	3,651,096	3,730,976	3,786,380	3,883,801
Special Education Grant	7,186,131	8,250,789	8,461,760	8,529,531	8,757,680
Language Grant	751,868	834,756	917,591	904,471	949,031
Indigenous Education Grant <sup>4</sup>	435,968	331,224	387,946	385,603	367,284
Geographic Circumstances Grant	1,576,516	1,634,302	1,677,174	1,718,777	1,791,704
Learning Opportunities Grant	1,694,108	1,233,958	679,739	711,416	796,601
Mental Health and Well-Being Grant	100,825	106,700	109,631	305,624	418,923
Continuing Education and Other Programs Grant	116,349	126,259	105,557	158,218	165,920
Cost Adjustment and Teacher Qualifications and Experience Grant	3,997,942	3,983,117	5,728,764	4,045,166	4,804,908
Supports for Students Fund	-	-	-	541,795	541,795
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	4,347,501	4,683,880	4,744,043	4,524,672	4,660,327
Declining Enrolment Adjustment	-	-	-	35,440	8,860
School Board Administration and Governance Grant <sup>3, 5</sup>	2,665,103	3,522,748	3,534,444	2,688,326	2,690,919
School Operations Allocation <sup>5</sup>	4,493,271	4,763,177	4,841,990	4,911,001	5,054,217
School Renewal Allocation	939,034	968,472	975,405	1,000,959	1,013,939
Interest Expense	345,706	334,463	320,023	304,161	295,881
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	155,969	-
<b>TOTAL FUNDING</b>	<b>55,943,524</b>	<b>59,751,265</b>	<b>60,221,394</b>	<b>60,909,339</b>	<b>63,467,174</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,096,494</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	2,809	2,942	2,962	2,979	3,042
Secondary	1,487	1,543	1,562	1,509	1,574
<b>TOTAL</b>	<b>4,295</b>	<b>4,485</b>	<b>4,524</b>	<b>4,488</b>	<b>4,616</b>

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- The Provincial Total page includes some amounts that have not yet been allocated on a board-by-board basis. Amounts that have not yet been allocated to specific grants are shown on the Unallocated amounts line.
- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (52) Catholic DSB of Eastern Ontario

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	68,845,110	70,924,973	68,959,273	72,919,483	75,544,151
School Foundation Grant <sup>3</sup>	11,461,391	11,580,790	11,960,852	12,098,627	12,318,084
Special Education Grant	21,142,411	22,566,699	23,741,811	24,047,420	24,665,017
Language Grant	2,895,889	3,048,612	3,232,745	2,839,220	2,933,324
Indigenous Education Grant <sup>4</sup>	741,025	718,809	959,117	1,834,212	2,039,455
Geographic Circumstances Grant	2,701,668	2,661,485	2,742,528	2,792,827	2,789,908
Learning Opportunities Grant	4,875,883	4,457,301	2,796,762	2,852,291	3,079,575
Mental Health and Well-Being Grant	299,761	304,786	317,152	601,689	735,171
Continuing Education and Other Programs Grant	683,764	689,910	679,443	677,136	697,213
Cost Adjustment and Teacher Qualifications and Experience Grant	17,021,498	17,964,177	20,794,405	16,304,221	16,983,136
Supports for Students Fund	-	-	-	1,553,066	1,553,066
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	14,067,830	14,708,425	18,593,540	18,951,878	19,444,679
Declining Enrolment Adjustment	88,156	16,659	-	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	4,933,726	5,785,552	5,761,631	5,005,741	4,951,123
School Operations Allocation <sup>5</sup>	12,984,066	13,382,072	13,851,308	14,034,147	14,529,718
School Renewal Allocation	1,990,108	2,022,641	2,058,790	2,118,765	2,146,002
Interest Expense	3,365,310	3,238,287	2,818,484	2,549,741	2,326,620
Non-Permanently Financed Capital Debt	382,827	382,827	382,827	382,827	382,827
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	209,908	-
<b>TOTAL FUNDING</b>	<b>168,480,423</b>	<b>174,454,005</b>	<b>179,650,668</b>	<b>182,679,065</b>	<b>188,118,461</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,797,516</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	8,671	8,907	9,216	9,209	9,448
Secondary	3,885	3,775	3,790	3,813	3,908
<b>TOTAL</b>	<b>12,556</b>	<b>12,681</b>	<b>13,005</b>	<b>13,022</b>	<b>13,356</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (59) CÉP de l'Est de l'Ontario

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	81,319,189	87,574,726	88,413,207	93,210,560	95,688,333
School Foundation Grant <sup>3</sup>	12,614,961	13,185,133	13,910,268	13,875,902	14,085,294
Special Education Grant	24,545,274	26,658,403	28,222,344	29,091,656	29,803,906
Language Grant	28,019,221	29,730,193	32,028,027	32,402,645	33,271,678
Indigenous Education Grant <sup>4</sup>	233,057	168,652	182,442	186,489	109,052
Geographic Circumstances Grant	7,139,572	7,554,842	8,011,868	8,001,144	8,079,890
Learning Opportunities Grant	7,631,632	7,321,027	5,397,585	5,443,000	5,584,732
Mental Health and Well-Being Grant	355,679	380,706	410,242	735,919	881,803
Continuing Education and Other Programs Grant	3,075,096	3,213,733	3,073,747	2,746,232	2,826,306
Cost Adjustment and Teacher Qualifications and Experience Grant	13,763,712	15,264,517	17,198,760	17,599,657	19,761,747
Supports for Students Fund	-	-	-	1,735,134	1,735,134
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	13,447,916	14,537,666	15,574,224	15,979,655	16,269,204
Declining Enrolment Adjustment	-	-	-	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	6,618,391	7,739,792	7,936,523	7,191,644	7,185,917
School Operations Allocation <sup>5</sup>	18,222,833	18,796,899	19,337,325	19,428,546	19,710,289
School Renewal Allocation	2,647,421	2,702,818	2,792,720	2,892,488	2,934,178
Interest Expense	5,060,374	4,772,173	4,386,099	4,061,620	3,721,646
Non-Permanently Financed Capital Debt	210,383	210,383	210,383	210,383	210,383
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	240,255	-
<b>TOTAL FUNDING</b>	<b>224,904,711</b>	<b>239,811,663</b>	<b>247,085,764</b>	<b>255,938,793</b>	<b>262,858,884</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,197,864</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	11,530	12,207	12,793	12,786	12,784
Secondary	3,292	3,444	3,674	3,832	4,136
<b>TOTAL</b>	<b>14,822</b>	<b>15,651</b>	<b>16,467</b>	<b>16,618</b>	<b>16,919</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (64) CS catholique MonAvenir

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	91,190,238	94,540,415	92,441,070	95,340,100	96,274,914
School Foundation Grant <sup>3</sup>	15,256,960	15,703,726	16,422,376	16,889,168	17,004,385
Special Education Grant	26,210,631	27,684,336	27,569,811	27,980,908	28,196,045
Language Grant	33,432,313	34,500,598	35,734,216	35,677,849	35,944,727
Indigenous Education Grant <sup>4</sup>	236,197	162,279	157,122	151,505	67,472
Geographic Circumstances Grant	5,684,197	5,725,910	6,058,220	6,337,929	6,447,200
Learning Opportunities Grant	5,955,572	5,530,776	3,882,078	3,709,231	3,920,046
Mental Health and Well-Being Grant	401,123	417,676	436,060	758,671	898,051
Continuing Education and Other Programs Grant	91,329	121,620	365,379	142,828	151,618
Cost Adjustment and Teacher Qualifications and Experience Grant	14,336,548	15,251,158	16,670,005	16,541,067	18,388,188
Supports for Students Fund	-	-	-	1,897,219	1,897,219
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	24,869,469	26,152,386	28,616,184	29,106,775	29,135,491
Declining Enrolment Adjustment	-	-	-	510,286	127,572
School Board Administration and Governance Grant <sup>3, 5</sup>	6,940,197	7,949,774	7,873,757	7,097,003	7,071,492
School Operations Allocation <sup>5</sup>	18,390,651	19,042,512	19,089,064	19,328,051	19,816,516
School Renewal Allocation	2,795,562	2,847,363	2,832,426	2,900,231	2,914,870
Interest Expense	5,057,941	4,893,776	4,831,870	4,171,377	3,827,185
Non-Permanently Financed Capital Debt	1,073,118	1,073,118	1,073,118	1,073,118	1,073,118
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	244,024	-
<b>TOTAL FUNDING</b>	<b>251,922,046</b>	<b>261,597,423</b>	<b>264,052,756</b>	<b>270,763,205</b>	<b>274,155,499</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,362,147</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	13,585	13,681	13,700	13,288	13,064
Secondary	3,132	3,309	3,531	3,777	4,019
<b>TOTAL</b>	<b>16,717</b>	<b>16,991</b>	<b>17,231</b>	<b>17,065</b>	<b>17,083</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (63) CS catholique Providence

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	54,094,509	56,069,701	54,300,424	54,410,413	54,507,213
School Foundation Grant <sup>3</sup>	8,103,183	8,285,486	8,455,219	8,508,331	8,514,866
Special Education Grant	16,308,058	17,224,693	17,723,342	17,415,330	17,509,113
Language Grant	19,497,964	19,918,742	20,268,873	19,682,397	19,889,725
Indigenous Education Grant <sup>4</sup>	219,835	135,822	137,388	148,511	64,710
Geographic Circumstances Grant	6,563,611	6,692,268	7,040,786	6,777,053	6,760,796
Learning Opportunities Grant	3,675,194	3,028,427	1,780,362	1,548,338	1,757,246
Mental Health and Well-Being Grant	258,912	266,808	274,474	526,842	645,801
Continuing Education and Other Programs Grant	297,925	210,158	211,897	191,554	192,796
Cost Adjustment and Teacher Qualifications and Experience Grant	8,677,613	8,530,267	9,476,748	9,412,918	10,887,059
Supports for Students Fund	-	-	-	1,270,922	1,270,922
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	8,621,690	9,035,484	10,301,068	10,472,821	10,481,339
Declining Enrolment Adjustment	-	-	-	1,268,287	544,617
School Board Administration and Governance Grant <sup>3, 5</sup>	4,960,612	5,814,993	5,851,512	4,972,563	4,889,295
School Operations Allocation <sup>5</sup>	11,603,419	11,936,633	12,114,019	12,014,183	12,156,259
School Renewal Allocation	1,858,727	1,880,947	1,893,753	1,905,131	1,893,066
Interest Expense	1,820,234	1,787,038	1,694,886	1,639,787	1,517,279
Non-Permanently Financed Capital Debt	977,859	977,859	977,859	977,859	977,859
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	181,899	-
<b>TOTAL FUNDING</b>	<b>147,539,345</b>	<b>151,795,326</b>	<b>152,502,610</b>	<b>154,231,003</b>	<b>155,459,355</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,028,127</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	8,119	8,152	8,077	7,706	7,651
Secondary	1,814	1,905	1,997	1,998	1,993
<b>TOTAL</b>	<b>9,934</b>	<b>10,056</b>	<b>10,074</b>	<b>9,704</b>	<b>9,643</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (58) CS Viamonde

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	65,536,747	70,026,429	70,561,370	74,848,756	76,803,268
School Foundation Grant <sup>3</sup>	12,124,746	12,893,438	13,470,632	14,087,533	14,394,326
Special Education Grant	19,593,666	21,477,565	22,304,915	23,266,202	23,695,568
Language Grant	25,653,271	27,294,686	28,757,223	29,692,125	30,335,627
Indigenous Education Grant <sup>4</sup>	238,640	164,667	177,622	158,356	74,442
Geographic Circumstances Grant	9,751,692	9,856,234	10,509,484	10,488,623	10,503,981
Learning Opportunities Grant	5,438,383	5,023,844	3,589,776	3,667,239	3,860,221
Mental Health and Well-Being Grant	308,622	328,295	348,700	674,120	810,872
Continuing Education and Other Programs Grant	4,922	-	(9,264)	-	-
Cost Adjustment and Teacher Qualifications and Experience Grant	9,181,289	9,476,589	9,795,062	9,381,033	10,872,864
Supports for Students Fund	-	-	-	1,477,337	1,477,337
Program Leadership Grant <sup>4</sup>	-	-	-	887,067	999,392
Student Transportation Grant	18,016,717	19,128,375	19,928,516	20,809,353	21,183,965
Declining Enrolment Adjustment	-	-	-	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	5,843,297	6,888,318	6,961,465	6,152,147	6,198,751
School Operations Allocation <sup>5</sup>	15,977,760	16,685,111	16,495,489	16,877,623	17,198,042
School Renewal Allocation	2,741,728	2,822,813	2,797,963	2,892,342	2,924,784
Interest Expense	6,291,114	6,265,239	5,815,019	5,039,810	4,992,556
Non-Permanently Financed Capital Debt	570,114	570,114	570,114	570,114	570,114
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	212,353	-
<b>TOTAL FUNDING</b>	<b>197,272,708</b>	<b>208,901,717</b>	<b>212,074,086</b>	<b>221,182,134</b>	<b>226,896,108</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>294,603</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	10,001	10,490	10,837	10,964	11,093
Secondary	1,958	2,041	2,160	2,348	2,455
<b>TOTAL</b>	<b>11,959</b>	<b>12,532</b>	<b>12,997</b>	<b>13,312</b>	<b>13,548</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (65) CSD catholique de l'Est ontarien

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	54,981,172	56,539,694	54,661,070	57,399,572	58,440,123
School Foundation Grant <sup>3</sup>	9,544,660	9,673,396	9,886,179	9,968,880	10,054,416
Special Education Grant	19,967,958	20,964,701	21,488,231	21,964,248	22,208,851
Language Grant	17,279,156	17,586,891	18,092,693	18,225,601	18,520,711
Indigenous Education Grant <sup>4</sup>	393,354	329,678	341,428	348,474	272,541
Geographic Circumstances Grant	3,787,688	3,821,578	3,889,476	3,944,154	3,995,252
Learning Opportunities Grant	4,216,453	3,812,435	2,407,687	2,561,935	2,770,354
Mental Health and Well-Being Grant	206,704	210,679	216,718	465,302	587,439
Continuing Education and Other Programs Grant	616,344	390,112	271,150	491,055	506,268
Cost Adjustment and Teacher Qualifications and Experience Grant	12,575,794	12,317,172	14,139,011	11,656,259	11,994,211
Supports for Students Fund	-	-	-	1,320,436	1,320,436
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	10,985,674	11,070,680	11,347,412	11,694,058	11,787,516
Declining Enrolment Adjustment	158,533	29,124	-	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	4,796,427	5,695,979	5,662,052	4,866,084	4,725,201
School Operations Allocation <sup>5</sup>	13,747,898	14,117,878	14,447,687	14,631,819	15,014,054
School Renewal Allocation	2,783,908	2,806,314	2,818,084	2,880,672	2,886,232
Interest Expense	2,232,262	2,166,797	2,034,677	1,890,302	1,791,820
Non-Permanently Financed Capital Debt	74,755	74,755	74,755	74,755	74,755
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	186,274	-
<b>TOTAL FUNDING</b>	<b>158,348,740</b>	<b>161,607,863</b>	<b>161,778,310</b>	<b>165,475,745</b>	<b>167,949,572</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,053,182</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	7,389	7,486	7,624	7,602	7,596
Secondary	2,635	2,612	2,595	2,620	2,708
<b>TOTAL</b>	<b>10,024</b>	<b>10,098</b>	<b>10,219</b>	<b>10,222</b>	<b>10,304</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (62) CSD catholique des Aurores boréales

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	4,398,373	4,579,256	4,604,007	4,532,416	4,947,083
School Foundation Grant <sup>3</sup>	1,540,867	1,626,926	1,662,651	1,654,119	1,757,833
Special Education Grant	2,925,693	3,413,773	3,771,324	3,740,879	3,976,311
Language Grant	2,281,401	2,325,117	2,415,292	2,355,097	2,490,724
Indigenous Education Grant <sup>4</sup>	222,469	142,870	137,974	137,836	54,118
Geographic Circumstances Grant	4,235,662	4,319,579	4,500,338	4,334,398	4,521,663
Learning Opportunities Grant	967,279	497,122	234,492	259,107	276,644
Mental Health and Well-Being Grant	85,931	87,098	88,724	264,622	368,706
Continuing Education and Other Programs Grant	-	866	-	-	-
Cost Adjustment and Teacher Qualifications and Experience Grant	655,613	719,059	640,816	526,393	716,100
Supports for Students Fund	-	-	-	258,232	258,232
Program Leadership Grant <sup>4</sup>	-	-	-	902,111	999,392
Student Transportation Grant	864,382	914,855	914,236	929,952	1,006,026
Declining Enrolment Adjustment	-	-	-	170,145	42,536
School Board Administration and Governance Grant <sup>3, 5</sup>	2,368,228	3,116,008	3,206,478	2,351,780	2,362,338
School Operations Allocation <sup>5</sup>	1,661,778	1,690,624	1,689,612	1,700,849	1,780,889
School Renewal Allocation	633,147	635,024	632,386	638,906	645,274
Interest Expense	409,847	385,155	359,066	331,496	306,935
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	151,076	-
<b>TOTAL FUNDING</b>	<b>23,250,670</b>	<b>24,453,332</b>	<b>24,857,396</b>	<b>25,239,414</b>	<b>26,510,804</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>917,187</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	690	700	720	672	730
Secondary	121	126	131	137	145
<b>TOTAL</b>	<b>811</b>	<b>826</b>	<b>851</b>	<b>809</b>	<b>875</b>

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- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (60A) CSD catholique des Grandes Rivières

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	31,689,483	31,675,275	30,075,556	30,780,633	30,831,662
School Foundation Grant <sup>3</sup>	7,173,467	7,175,832	7,114,625	6,837,712	6,846,573
Special Education Grant	12,758,383	13,586,852	13,620,671	13,668,673	13,740,156
Language Grant	11,642,853	11,642,535	11,656,513	11,538,943	11,582,715
Indigenous Education Grant <sup>4</sup>	479,389	463,752	476,996	464,516	386,885
Geographic Circumstances Grant	9,770,745	9,937,159	10,434,836	10,223,173	10,282,384
Learning Opportunities Grant	2,644,926	2,187,150	1,142,874	1,156,416	1,328,911
Mental Health and Well-Being Grant	187,813	185,795	188,196	447,327	558,266
Continuing Education and Other Programs Grant	212,230	193,684	277,040	248,960	244,260
Cost Adjustment and Teacher Qualifications and Experience Grant	7,346,611	6,969,115	7,605,249	7,196,547	7,376,199
Supports for Students Fund	-	-	-	999,637	999,637
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	6,604,940	6,856,920	6,888,313	6,982,831	6,992,081
Declining Enrolment Adjustment	371,763	472,091	157,143	510,686	271,777
School Board Administration and Governance Grant <sup>3, 5</sup>	3,987,539	4,824,097	4,775,430	3,945,851	3,777,163
School Operations Allocation <sup>5</sup>	8,422,017	8,445,475	9,282,786	9,200,997	9,426,784
School Renewal Allocation	2,947,287	2,926,358	3,090,003	3,081,286	3,096,321
Interest Expense	769,746	787,014	733,687	720,408	614,631
Non-Permanently Financed Capital Debt	29,164	29,164	29,164	29,164	29,164
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	157,288	-
<b>TOTAL FUNDING</b>	<b>107,038,356</b>	<b>108,358,268</b>	<b>107,549,082</b>	<b>109,096,912</b>	<b>109,384,960</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>64,526</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	4,110	4,082	4,086	3,958	3,965
Secondary	1,646	1,565	1,548	1,522	1,474
<b>TOTAL</b>	<b>5,756</b>	<b>5,646</b>	<b>5,634</b>	<b>5,480</b>	<b>5,439</b>

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- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (66) CSD catholique du Centre-Est de l'Ontario

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	129,758,736	136,817,016	136,139,728	143,693,644	146,568,863
School Foundation Grant <sup>3</sup>	18,844,082	19,425,160	20,202,567	20,507,035	20,757,642
Special Education Grant	34,685,078	37,984,495	40,500,035	41,434,042	42,274,064
Language Grant	43,059,089	44,636,159	46,987,702	47,169,640	48,406,713
Indigenous Education Grant <sup>4</sup>	311,170	243,392	263,881	267,027	190,924
Geographic Circumstances Grant	7,084,341	7,089,949	7,738,820	7,344,990	7,299,985
Learning Opportunities Grant	9,226,784	8,904,087	6,276,874	6,409,012	6,884,650
Mental Health and Well-Being Grant	728,482	774,764	806,476	1,160,444	1,317,878
Continuing Education and Other Programs Grant	2,851,394	2,701,566	3,113,371	3,164,560	3,276,822
Cost Adjustment and Teacher Qualifications and Experience Grant	21,028,491	21,663,831	28,576,984	25,839,998	28,109,553
Supports for Students Fund	-	-	-	2,491,569	2,491,569
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	17,358,429	18,517,302	19,624,624	20,494,334	20,732,291
Declining Enrolment Adjustment	-	-	-	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	9,355,759	10,636,572	10,627,984	9,950,970	9,901,994
School Operations Allocation <sup>5</sup>	23,528,721	24,807,967	26,113,318	26,720,508	27,529,586
School Renewal Allocation	3,847,448	3,986,751	4,114,159	4,244,787	4,293,878
Interest Expense	6,434,366	6,117,879	5,823,060	5,434,187	5,082,545
Non-Permanently Financed Capital Debt	837,190	837,190	837,190	837,190	837,190
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	316,275	-
<b>TOTAL FUNDING</b>	<b>328,939,560</b>	<b>345,144,080</b>	<b>357,746,773</b>	<b>368,386,075</b>	<b>376,955,541</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,438,144</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	18,434	18,836	19,448	19,310	19,318
Secondary	5,313	5,676	5,981	6,315	6,609
<b>TOTAL</b>	<b>23,747</b>	<b>24,512</b>	<b>25,429</b>	<b>25,625</b>	<b>25,927</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (61) CSD catholique du Nouvel-Ontario

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	36,147,772	36,865,280	34,767,246	35,573,898	36,000,612
School Foundation Grant <sup>3</sup>	7,413,983	7,549,275	7,571,330	7,540,405	7,585,019
Special Education Grant	13,919,692	14,783,435	15,335,990	15,152,661	15,323,311
Language Grant	12,929,414	13,163,051	13,301,892	13,244,851	13,410,277
Indigenous Education Grant <sup>4</sup>	600,486	617,706	628,452	599,664	547,214
Geographic Circumstances Grant	9,685,659	9,905,546	10,720,655	10,147,118	10,284,830
Learning Opportunities Grant	2,656,636	2,190,318	1,077,340	1,096,919	1,175,571
Mental Health and Well-Being Grant	230,517	233,790	234,334	494,004	609,218
Continuing Education and Other Programs Grant	48,432	47,096	25,135	35,408	34,929
Cost Adjustment and Teacher Qualifications and Experience Grant	7,462,192	7,091,452	7,348,132	6,687,141	6,832,111
Supports for Students Fund	-	-	-	1,092,364	1,092,364
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	6,508,388	6,765,194	6,895,757	6,991,507	7,019,065
Declining Enrolment Adjustment	125,728	90,030	357,986	709,115	150,042
School Board Administration and Governance Grant <sup>3, 5</sup>	4,189,162	4,985,628	4,957,058	4,154,625	4,029,032
School Operations Allocation <sup>5</sup>	9,032,027	9,137,005	9,080,617	8,896,311	9,089,109
School Renewal Allocation	2,038,376	2,033,583	2,005,022	2,016,680	2,012,125
Interest Expense	1,682,366	1,601,685	1,491,058	1,377,088	1,350,586
Non-Permanently Financed Capital Debt	46,920	46,920	46,920	46,920	46,920
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	158,416	-
<b>TOTAL FUNDING</b>	<b>114,717,750</b>	<b>117,106,994</b>	<b>115,844,924</b>	<b>116,920,957</b>	<b>117,591,728</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>464,895</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	4,980	4,929	4,869	4,687	4,754
Secondary	1,631	1,660	1,626	1,641	1,600
<b>TOTAL</b>	<b>6,611</b>	<b>6,590</b>	<b>6,495</b>	<b>6,328</b>	<b>6,354</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (60B) CSD catholique Franco-Nord

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	15,191,755	15,238,065	14,289,508	14,361,158	14,932,714
School Foundation Grant <sup>3</sup>	2,885,107	2,974,262	3,017,597	2,977,666	3,028,002
Special Education Grant	8,282,388	8,889,182	9,090,718	9,063,595	9,335,914
Language Grant	5,310,621	5,372,153	5,391,252	5,231,060	5,433,101
Indigenous Education Grant <sup>4</sup>	342,051	291,182	295,520	280,577	208,511
Geographic Circumstances Grant	2,821,706	2,924,481	2,797,609	2,775,893	2,932,176
Learning Opportunities Grant	1,435,196	962,753	462,790	486,999	555,099
Mental Health and Well-Being Grant	85,931	87,098	88,724	289,600	396,810
Continuing Education and Other Programs Grant	60,465	34,724	16,466	47,730	51,127
Cost Adjustment and Teacher Qualifications and Experience Grant	3,561,586	3,626,026	4,393,625	3,850,937	4,047,037
Supports for Students Fund	-	-	-	491,406	491,406
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	3,576,158	3,716,841	3,742,162	3,793,648	3,907,734
Declining Enrolment Adjustment	80,600	168,688	93,659	433,346	104,598
School Board Administration and Governance Grant <sup>3, 5</sup>	2,673,464	3,478,027	3,330,063	2,625,819	2,626,288
School Operations Allocation <sup>5</sup>	4,567,237	4,606,474	4,706,236	4,709,282	4,816,891
School Renewal Allocation	1,037,636	1,031,287	1,033,512	1,044,397	1,045,288
Interest Expense	2,135,914	2,048,017	1,956,117	1,860,050	1,769,075
Non-Permanently Financed Capital Debt	105,529	105,529	105,529	105,529	105,529
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	153,409	-
<b>TOTAL FUNDING</b>	<b>54,153,344</b>	<b>55,554,789</b>	<b>54,811,087</b>	<b>55,487,964</b>	<b>56,786,691</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>890,018</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	1,956	1,925	1,941	1,841	1,867
Secondary	802	792	748	722	769
<b>TOTAL</b>	<b>2,758</b>	<b>2,716</b>	<b>2,688</b>	<b>2,563</b>	<b>2,636</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (56) CSD du Nord-Est de l'Ontario

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	11,653,120	11,796,625	11,584,821	11,920,605	12,655,862
School Foundation Grant <sup>3</sup>	2,477,572	2,510,428	2,783,906	3,045,586	3,139,107
Special Education Grant	6,491,330	7,298,215	7,677,506	7,792,823	8,144,986
Language Grant	4,837,142	4,854,897	5,028,151	5,084,238	5,321,676
Indigenous Education Grant <sup>4</sup>	251,344	170,975	177,698	178,927	107,135
Geographic Circumstances Grant	6,278,619	6,421,167	6,976,717	6,326,630	6,544,891
Learning Opportunities Grant	1,496,388	1,033,888	519,769	561,330	634,647
Mental Health and Well-Being Grant	104,780	103,299	103,158	339,264	452,503
Continuing Education and Other Programs Grant	35,048	34,012	54,988	49,812	52,134
Cost Adjustment and Teacher Qualifications and Experience Grant	2,177,501	2,229,488	2,240,074	2,495,623	2,790,124
Supports for Students Fund	-	-	-	484,391	484,391
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	1,948,034	2,023,940	2,145,168	2,168,428	2,277,874
Declining Enrolment Adjustment	-	28,913	7,228	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	3,141,160	3,991,288	3,987,443	3,150,175	3,193,261
School Operations Allocation <sup>5</sup>	3,913,562	4,016,249	4,121,796	3,833,065	3,954,473
School Renewal Allocation	912,697	917,337	923,465	900,584	902,640
Interest Expense	1,142,781	1,091,674	1,037,883	981,263	983,551
Non-Permanently Financed Capital Debt	338,050	338,050	338,050	338,050	338,050
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	152,826	-
<b>TOTAL FUNDING</b>	<b>47,199,128</b>	<b>48,860,445</b>	<b>49,707,821</b>	<b>50,709,481</b>	<b>52,976,696</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,865,566</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	1,692	1,722	1,776	1,745	1,822
Secondary	431	390	358	380	408
<b>TOTAL</b>	<b>2,123</b>	<b>2,112</b>	<b>2,134</b>	<b>2,125</b>	<b>2,230</b>

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- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (57) CSP du Grand Nord de l'Ontario

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	13,364,446	13,782,043	13,860,359	14,678,709	14,801,755
School Foundation Grant <sup>3</sup>	3,372,682	3,502,456	3,881,222	3,959,010	3,979,766
Special Education Grant	7,428,034	8,275,737	8,603,198	11,355,423	12,046,923
Language Grant	6,000,692	6,113,821	6,409,247	6,442,694	6,537,299
Indigenous Education Grant <sup>4</sup>	246,014	198,607	215,693	220,429	138,524
Geographic Circumstances Grant	6,272,364	6,370,162	7,085,236	7,262,797	7,335,040
Learning Opportunities Grant	1,802,683	1,341,978	816,067	859,197	945,773
Mental Health and Well-Being Grant	113,712	117,464	125,447	371,929	480,640
Continuing Education and Other Programs Grant	30,078	41,440	27,686	32,116	32,511
Cost Adjustment and Teacher Qualifications and Experience Grant	3,072,822	3,241,056	3,407,099	3,229,462	3,419,430
Supports for Students Fund	-	-	-	525,327	525,327
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	2,592,784	2,721,392	3,247,121	3,312,354	3,314,236
Declining Enrolment Adjustment	-	-	-	-	3,528
School Board Administration and Governance Grant <sup>3, 5</sup>	3,156,774	3,983,633	3,984,370	3,172,335	3,107,942
School Operations Allocation <sup>5</sup>	5,316,270	5,545,140	5,716,720	5,730,484	5,886,321
School Renewal Allocation	1,187,060	1,213,955	1,222,553	1,252,438	1,251,953
Interest Expense	1,258,171	1,199,562	1,140,369	1,069,037	1,025,544
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	153,473	-
<b>TOTAL FUNDING</b>	<b>55,214,586</b>	<b>57,648,446</b>	<b>59,742,387</b>	<b>64,533,078</b>	<b>65,831,903</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	1,865	1,867	1,969	1,966	1,961
Secondary	572	594	616	646	649
<b>TOTAL</b>	<b>2,438</b>	<b>2,461</b>	<b>2,585</b>	<b>2,611</b>	<b>2,610</b>

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- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (22) DSB of Niagara

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	199,369,195	207,573,565	199,219,131	210,155,003	221,058,041
School Foundation Grant <sup>3</sup>	27,586,532	28,454,709	29,233,794	29,314,301	30,197,037
Special Education Grant	52,549,938	55,445,987	56,540,042	57,164,998	59,714,898
Language Grant	7,408,643	7,865,909	8,657,303	9,814,315	9,984,389
Indigenous Education Grant <sup>4</sup>	891,115	954,288	1,097,913	1,108,213	1,107,534
Geographic Circumstances Grant	135,855	137,144	111,525	127,704	114,675
Learning Opportunities Grant	10,345,096	10,087,766	5,995,975	5,985,710	6,844,703
Mental Health and Well-Being Grant	645,546	667,366	689,972	1,121,105	1,317,079
Continuing Education and Other Programs Grant	2,829,177	2,634,497	3,285,346	2,821,091	2,914,854
Cost Adjustment and Teacher Qualifications and Experience Grant	46,159,945	46,244,009	56,016,056	43,576,861	45,216,318
Supports for Students Fund	-	-	-	3,743,015	3,743,015
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	18,425,336	19,224,073	20,219,907	20,500,951	21,351,698
Declining Enrolment Adjustment	-	-	-	332,249	83,062
School Board Administration and Governance Grant <sup>3, 5</sup>	10,507,129	11,503,311	11,485,604	10,764,606	10,842,886
School Operations Allocation <sup>5</sup>	36,030,801	37,219,053	37,980,263	38,396,728	40,392,827
School Renewal Allocation	7,270,780	7,377,615	7,439,659	7,609,512	7,830,780
Interest Expense	4,751,283	4,493,743	4,335,548	3,994,171	3,691,456
Non-Permanently Financed Capital Debt	683,672	683,672	683,672	683,672	683,672
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	416,599	-
<b>TOTAL FUNDING</b>	<b>425,590,043</b>	<b>440,566,707</b>	<b>442,991,710</b>	<b>448,536,668</b>	<b>468,088,316</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>9,416,584</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	25,102	25,603	26,173	25,977	27,163
Secondary	11,228	11,449	11,456	11,535	11,898
<b>TOTAL</b>	<b>36,330</b>	<b>37,052</b>	<b>37,629</b>	<b>37,512</b>	<b>39,062</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (1) DSB Ontario North East

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	35,173,526	35,793,061	33,511,869	36,240,874	36,093,913
School Foundation Grant <sup>3</sup>	6,643,828	7,076,215	6,998,643	7,206,228	7,165,768
Special Education Grant	13,040,471	13,630,658	13,780,851	17,380,680	17,944,861
Language Grant	1,156,015	1,201,169	1,235,072	1,223,347	1,246,113
Indigenous Education Grant <sup>4</sup>	1,166,420	1,401,614	1,729,494	2,017,895	2,005,183
Geographic Circumstances Grant	11,345,916	11,113,047	11,450,686	10,947,744	11,155,984
Learning Opportunities Grant	3,066,574	2,622,890	1,470,612	1,517,539	1,673,968
Mental Health and Well-Being Grant	234,826	237,552	241,350	530,759	646,080
Continuing Education and Other Programs Grant	211,616	227,834	195,851	293,373	295,362
Cost Adjustment and Teacher Qualifications and Experience Grant	8,204,701	8,641,525	8,791,330	9,326,886	9,305,740
Supports for Students Fund	-	-	-	1,103,528	1,103,528
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	7,641,656	7,933,186	8,122,062	8,358,970	8,359,340
Declining Enrolment Adjustment	272,910	70,092	9,551	-	96,524
School Board Administration and Governance Grant <sup>3, 5</sup>	3,848,653	4,656,440	4,648,154	3,860,273	3,702,447
School Operations Allocation <sup>5</sup>	11,647,164	11,818,229	11,869,289	12,015,501	12,348,728
School Renewal Allocation	3,069,795	3,070,785	3,064,041	3,126,651	3,141,747
Interest Expense	1,718,935	1,616,041	1,507,040	1,391,523	1,336,585
Non-Permanently Financed Capital Debt	290,720	290,720	290,720	290,720	290,720
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	158,572	-
<b>TOTAL FUNDING</b>	<b>108,733,726</b>	<b>111,401,058</b>	<b>108,916,615</b>	<b>117,896,926</b>	<b>118,911,983</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	4,134	4,127	4,164	4,131	4,072
Secondary	2,237	2,229	2,191	2,314	2,306
<b>TOTAL</b>	<b>6,371</b>	<b>6,357</b>	<b>6,355</b>	<b>6,445</b>	<b>6,378</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (43) Dufferin-Peel Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	442,208,559	449,603,351	411,358,562	428,257,916	431,120,867
School Foundation Grant <sup>3</sup>	54,454,834	55,255,764	55,490,342	54,710,934	54,854,112
Special Education Grant	101,925,521	104,710,191	105,072,813	103,627,955	103,953,453
Language Grant	24,085,091	27,180,607	26,934,704	23,257,619	27,165,063
Indigenous Education Grant <sup>4</sup>	1,280,613	1,181,492	1,242,584	1,183,497	1,174,655
Geographic Circumstances Grant	119,848	130,423	88,661	90,636	97,294
Learning Opportunities Grant	29,068,987	29,611,124	19,404,209	19,551,407	20,279,089
Mental Health and Well-Being Grant	1,933,142	1,855,788	1,858,062	2,495,729	2,724,758
Continuing Education and Other Programs Grant	6,059,679	5,913,657	6,505,912	6,569,287	6,660,416
Cost Adjustment and Teacher Qualifications and Experience Grant	96,660,701	97,796,071	127,683,243	95,315,926	99,533,004
Supports for Students Fund	-	-	-	8,051,294	8,135,330
Program Leadership Grant <sup>4</sup>	-	-	-	998,303	1,091,691
Student Transportation Grant	20,094,897	20,094,934	20,944,720	21,347,736	21,366,628
Declining Enrolment Adjustment	2,150,689	1,250,277	3,919,177	7,692,016	2,139,652
School Board Administration and Governance Grant <sup>3, 5</sup>	20,442,414	21,487,200	21,051,921	20,016,742	19,798,658
School Operations Allocation <sup>5</sup>	77,522,520	78,447,828	78,066,728	76,769,505	77,640,497
School Renewal Allocation	10,620,085	10,583,991	10,384,368	10,424,021	10,386,164
Interest Expense	21,113,943	16,927,212	15,608,215	14,213,350	13,018,586
Non-Permanently Financed Capital Debt	3,369,342	3,369,342	3,369,342	3,369,342	3,369,342
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	742,910	-
<b>TOTAL FUNDING</b>	<b>913,110,865</b>	<b>925,399,252</b>	<b>908,983,563</b>	<b>898,686,124</b>	<b>904,509,259</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>22,684,568</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	49,239	48,868	48,025	45,915	45,526
Secondary	30,873	30,945	30,429	30,260	30,504
<b>TOTAL</b>	<b>80,112</b>	<b>79,813</b>	<b>78,454</b>	<b>76,174</b>	<b>76,030</b>

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## Projected Grants for Student Needs for the 2021-22 School Year

### (45) Durham Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	115,160,978	119,163,386	114,080,862	120,936,780	119,837,565
School Foundation Grant <sup>3</sup>	15,095,357	15,572,837	16,017,305	16,188,213	16,041,532
Special Education Grant	29,472,509	31,765,981	32,887,799	33,562,420	33,218,334
Language Grant	4,273,342	4,973,641	5,265,665	5,027,763	5,081,644
Indigenous Education Grant <sup>4</sup>	306,789	226,007	208,361	1,992,229	1,939,526
Geographic Circumstances Grant	306,757	284,957	252,903	264,692	278,211
Learning Opportunities Grant	4,670,067	4,377,945	1,941,609	1,909,329	2,126,170
Mental Health and Well-Being Grant	360,817	370,831	382,164	689,993	820,369
Continuing Education and Other Programs Grant	2,066,786	2,367,358	2,488,726	2,624,768	2,662,452
Cost Adjustment and Teacher Qualifications and Experience Grant	25,854,310	24,608,047	29,340,345	20,949,198	21,525,424
Supports for Students Fund	-	-	-	2,051,962	2,051,962
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	8,782,699	8,928,268	8,770,570	8,913,255	8,931,015
Declining Enrolment Adjustment	324,822	68,381	-	-	1,068,091
School Board Administration and Governance Grant <sup>3, 5</sup>	6,588,788	7,557,383	7,635,597	6,830,829	6,728,240
School Operations Allocation <sup>5</sup>	20,252,213	20,847,448	21,583,574	21,911,742	21,898,432
School Renewal Allocation	2,977,059	3,020,965	3,059,757	3,140,991	3,088,259
Interest Expense	2,555,887	2,378,513	2,203,014	1,922,384	1,691,226
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	282,304	-
<b>TOTAL FUNDING</b>	<b>239,049,180</b>	<b>246,511,948</b>	<b>246,118,251</b>	<b>250,104,714</b>	<b>249,987,845</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,926,618</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	14,630	14,941	15,102	15,126	14,646
Secondary	6,383	6,378	6,455	6,474	6,529
<b>TOTAL</b>	<b>21,013</b>	<b>21,319</b>	<b>21,557</b>	<b>21,600</b>	<b>21,175</b>

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## Projected Grants for Student Needs for the 2021-22 School Year

### (13) Durham DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	382,708,993	395,736,781	381,586,224	403,890,127	408,936,417
School Foundation Grant <sup>3</sup>	47,164,961	48,500,213	50,193,650	50,664,358	51,021,001
Special Education Grant	98,831,711	103,110,344	105,371,665	107,241,379	108,343,429
Language Grant	13,809,669	15,165,707	16,761,514	16,622,353	17,137,721
Indigenous Education Grant <sup>4</sup>	1,178,051	1,245,771	1,183,303	1,371,325	1,370,636
Geographic Circumstances Grant	49,086	48,450	46,083	46,700	49,906
Learning Opportunities Grant	16,029,769	15,907,375	7,870,558	7,905,555	8,801,382
Mental Health and Well-Being Grant	1,168,462	1,200,050	1,242,818	1,787,298	2,014,105
Continuing Education and Other Programs Grant	2,495,667	2,289,877	2,895,433	2,997,191	3,036,628
Cost Adjustment and Teacher Qualifications and Experience Grant	77,951,409	77,705,212	97,113,266	76,623,169	79,706,833
Supports for Students Fund	-	-	-	6,893,709	6,893,709
Program Leadership Grant <sup>4</sup>	-	-	-	998,303	1,091,691
Student Transportation Grant	21,771,340	22,807,816	23,183,738	23,755,243	23,850,408
Declining Enrolment Adjustment	-	-	-	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	18,325,995	19,678,152	19,618,952	18,934,963	18,965,611
School Operations Allocation <sup>5</sup>	69,543,986	71,340,787	72,805,546	73,837,838	74,566,156
School Renewal Allocation	10,260,336	10,360,678	10,466,640	10,816,022	10,864,481
Interest Expense	23,679,174	21,463,675	15,513,887	10,158,803	9,440,406
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	709,119	-
<b>TOTAL FUNDING</b>	<b>784,968,609</b>	<b>806,560,888</b>	<b>805,853,277</b>	<b>815,253,456</b>	<b>826,090,520</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,436,466</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	49,144	49,959	51,017	51,081	51,274
Secondary	20,710	20,840	20,986	21,089	21,220
<b>TOTAL</b>	<b>69,855</b>	<b>70,799</b>	<b>72,003</b>	<b>72,171</b>	<b>72,494</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (23) Grand Erie DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	140,166,376	142,961,401	136,296,820	140,369,419	144,403,492
School Foundation Grant <sup>3</sup>	19,802,149	20,100,437	20,777,550	20,752,807	21,064,452
Special Education Grant	37,114,378	37,761,353	38,212,140	37,959,165	38,768,531
Language Grant	4,040,560	4,219,346	4,461,618	4,268,522	4,629,957
Indigenous Education Grant <sup>4</sup>	640,840	553,363	606,579	2,913,976	3,334,066
Geographic Circumstances Grant	583,173	584,719	613,755	639,525	657,989
Learning Opportunities Grant	7,589,559	7,318,816	4,378,422	4,178,780	4,398,310
Mental Health and Well-Being Grant	492,413	497,826	507,680	868,774	1,026,132
Continuing Education and Other Programs Grant	1,205,734	1,179,418	1,410,289	1,449,034	1,487,782
Cost Adjustment and Teacher Qualifications and Experience Grant	27,621,490	28,117,094	34,971,758	28,565,633	31,489,050
Supports for Students Fund	-	-	-	2,816,038	2,816,038
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	13,733,564	13,779,224	13,407,198	13,651,524	13,919,977
Declining Enrolment Adjustment	250,029	55,563	12,630	1,465,643	366,411
School Board Administration and Governance Grant <sup>3, 5</sup>	7,858,548	8,718,043	8,489,982	7,685,922	7,618,237
School Operations Allocation <sup>5</sup>	26,233,361	26,673,689	26,894,138	26,799,605	27,600,033
School Renewal Allocation	5,561,810	5,560,218	5,555,403	5,629,520	5,685,564
Interest Expense	3,974,684	3,925,971	3,417,574	3,297,696	3,060,396
Non-Permanently Financed Capital Debt	262,276	262,276	262,276	262,276	262,276
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	311,499	-
<b>TOTAL FUNDING</b>	<b>297,130,944</b>	<b>302,268,757</b>	<b>300,275,812</b>	<b>304,791,222</b>	<b>313,588,085</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,502,470</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	17,865	18,035	18,380	17,838	18,153
Secondary	7,678	7,499	7,268	7,221	7,417
<b>TOTAL</b>	<b>25,543</b>	<b>25,534</b>	<b>25,648</b>	<b>25,059</b>	<b>25,570</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (9) Greater Essex County DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	197,197,431	202,655,104	192,524,014	201,944,025	201,402,715
School Foundation Grant <sup>3</sup>	24,807,495	25,356,454	26,033,210	26,168,350	26,038,867
Special Education Grant	50,246,409	52,853,515	53,898,413	54,133,175	53,807,667
Language Grant	12,215,176	12,832,270	13,419,253	11,782,118	13,556,160
Indigenous Education Grant <sup>4</sup>	545,147	1,333,627	1,928,368	2,735,651	3,260,641
Geographic Circumstances Grant	308,555	289,225	288,727	308,156	341,082
Learning Opportunities Grant	13,107,527	12,752,762	8,934,501	9,053,508	9,624,991
Mental Health and Well-Being Grant	1,166,176	1,263,913	1,280,644	1,676,778	1,830,839
Continuing Education and Other Programs Grant	1,140,641	1,140,681	1,036,651	1,038,687	1,033,709
Cost Adjustment and Teacher Qualifications and Experience Grant	45,096,534	43,954,752	56,404,630	44,105,852	46,486,055
Supports for Students Fund	-	-	-	3,725,922	3,725,922
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	11,773,071	12,170,868	13,863,130	14,105,894	14,122,174
Declining Enrolment Adjustment	-	-	-	1,147,510	1,375,639
School Board Administration and Governance Grant <sup>3, 5</sup>	10,119,826	11,035,174	10,946,634	10,177,052	9,953,117
School Operations Allocation <sup>5</sup>	34,367,412	35,088,697	35,823,615	35,843,397	35,876,380
School Renewal Allocation	6,208,895	6,255,938	6,290,018	6,410,829	6,330,792
Interest Expense	8,089,005	7,474,583	6,854,005	6,570,532	6,221,642
Non-Permanently Financed Capital Debt	1,779,682	1,779,682	1,779,682	1,779,682	1,779,682
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	404,557	-
<b>TOTAL FUNDING</b>	<b>418,168,982</b>	<b>428,237,245</b>	<b>431,305,495</b>	<b>434,017,540</b>	<b>437,767,466</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,236,960</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	24,606	24,903	25,098	24,676	24,431
Secondary	11,340	11,319	11,345	11,409	11,230
<b>TOTAL</b>	<b>35,946</b>	<b>36,222</b>	<b>36,443</b>	<b>36,085</b>	<b>35,661</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (46) Halton Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	188,206,457	200,253,275	191,979,806	204,030,173	210,471,916
School Foundation Grant <sup>3</sup>	22,544,153	23,467,273	24,330,868	24,499,177	25,017,952
Special Education Grant	43,772,182	47,416,691	49,397,479	49,975,541	51,553,313
Language Grant	7,775,563	8,927,843	9,444,787	9,742,198	10,281,285
Indigenous Education Grant <sup>4</sup>	377,237	221,989	213,243	267,518	193,247
Geographic Circumstances Grant	52,902	54,093	44,687	57,610	64,606
Learning Opportunities Grant	6,457,481	6,037,130	3,205,738	2,883,380	3,506,586
Mental Health and Well-Being Grant	571,756	606,078	633,111	996,107	1,174,376
Continuing Education and Other Programs Grant	2,205,274	2,415,061	2,849,783	2,300,627	2,370,948
Cost Adjustment and Teacher Qualifications and Experience Grant	28,846,509	28,569,657	40,442,054	30,084,181	34,616,104
Supports for Students Fund	-	-	-	3,161,196	3,161,196
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	7,662,434	8,295,496	9,145,478	9,357,386	9,567,967
Declining Enrolment Adjustment	-	-	-	413,014	103,254
School Board Administration and Governance Grant <sup>3, 5</sup>	9,546,152	10,761,572	10,880,570	10,102,221	10,226,851
School Operations Allocation <sup>5</sup>	32,836,991	34,919,221	36,191,180	36,471,663	37,641,971
School Renewal Allocation	4,430,977	4,634,215	4,734,425	4,885,654	4,972,226
Interest Expense	8,630,315	8,236,707	7,602,296	7,139,201	6,429,435
Non-Permanently Financed Capital Debt	47,375	47,375	47,375	47,375	47,375
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	406,929	-
<b>TOTAL FUNDING</b>	<b>363,963,758</b>	<b>384,863,676</b>	<b>391,142,880</b>	<b>397,727,015</b>	<b>412,400,000</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>9,565,745</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	22,725	23,250	23,608	23,375	23,752
Secondary	11,447	12,364	12,836	12,992	13,439
<b>TOTAL</b>	<b>34,171</b>	<b>35,614</b>	<b>36,444</b>	<b>36,366</b>	<b>37,190</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (20) Halton DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	344,005,599	356,309,607	343,184,377	363,888,003	369,262,391
School Foundation Grant <sup>3</sup>	41,791,279	42,692,393	44,016,249	44,404,848	44,757,007
Special Education Grant	83,893,008	87,667,042	91,413,776	93,027,503	94,022,209
Language Grant	20,056,028	22,515,729	24,870,307	23,882,443	25,218,197
Indigenous Education Grant <sup>4</sup>	957,703	1,103,839	988,863	1,002,784	978,586
Geographic Circumstances Grant	29,622	31,917	15,276	15,192	14,851
Learning Opportunities Grant	13,428,109	13,395,064	6,627,805	6,917,141	7,481,519
Mental Health and Well-Being Grant	1,019,479	1,048,185	1,084,987	1,630,590	1,847,790
Continuing Education and Other Programs Grant	3,200,382	3,134,121	3,517,449	2,458,273	2,563,346
Cost Adjustment and Teacher Qualifications and Experience Grant	54,072,916	57,672,853	75,104,081	62,271,449	67,458,061
Supports for Students Fund	-	-	-	5,957,781	5,957,781
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	16,041,345	16,858,646	17,575,104	17,926,126	18,023,281
Declining Enrolment Adjustment	-	-	-	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	16,794,166	17,843,746	17,839,727	17,232,990	17,264,606
School Operations Allocation <sup>5</sup>	60,901,262	62,723,864	64,762,437	65,076,862	65,968,685
School Renewal Allocation	9,792,391	9,915,739	10,105,764	10,347,483	10,436,962
Interest Expense	12,772,847	12,242,292	11,672,887	10,980,842	10,436,615
Non-Permanently Financed Capital Debt	543,389	543,389	543,389	543,389	543,389
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	650,857	-
<b>TOTAL FUNDING</b>	<b>679,299,525</b>	<b>705,698,426</b>	<b>713,322,478</b>	<b>729,120,418</b>	<b>743,234,670</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10,267,997</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	45,253	45,791	46,268	45,867	45,445
Secondary	17,942	18,281	18,776	19,400	20,131
<b>TOTAL</b>	<b>63,195</b>	<b>64,072</b>	<b>65,044</b>	<b>65,267</b>	<b>65,576</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (47) Hamilton-Wentworth Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	157,633,431	162,932,662	155,264,681	165,440,157	169,774,519
School Foundation Grant <sup>3</sup>	19,518,968	19,867,201	20,445,752	20,893,279	21,238,722
Special Education Grant	39,226,294	41,316,950	42,650,126	43,277,939	44,251,663
Language Grant	6,659,665	7,550,365	8,173,075	7,593,637	8,338,739
Indigenous Education Grant <sup>4</sup>	389,631	314,438	312,947	285,978	238,523
Geographic Circumstances Grant	65,727	57,132	34,325	53,247	96,348
Learning Opportunities Grant	10,763,862	10,368,763	6,816,775	6,725,239	7,271,247
Mental Health and Well-Being Grant	510,495	524,415	542,334	866,531	1,027,032
Continuing Education and Other Programs Grant	3,226,830	3,154,577	3,739,484	3,692,006	3,790,486
Cost Adjustment and Teacher Qualifications and Experience Grant	37,448,360	38,227,822	47,437,795	37,998,946	38,309,184
Supports for Students Fund	-	-	-	2,971,757	2,971,757
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	7,507,513	7,850,510	7,800,455	7,954,500	8,093,448
Declining Enrolment Adjustment	-	-	-	178,637	44,659
School Board Administration and Governance Grant <sup>3, 5</sup>	8,305,530	9,134,239	9,165,750	8,513,164	8,570,008
School Operations Allocation <sup>5</sup>	28,537,406	29,376,106	30,207,234	30,511,862	31,293,667
School Renewal Allocation	4,476,172	4,536,509	4,612,120	4,732,440	4,801,552
Interest Expense	5,652,612	5,212,195	4,932,627	4,649,891	4,329,642
Non-Permanently Financed Capital Debt	1,051,243	1,051,243	1,051,243	1,051,243	1,051,243
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	348,329	-
<b>TOTAL FUNDING</b>	<b>330,973,739</b>	<b>341,475,127</b>	<b>343,186,723</b>	<b>348,644,645</b>	<b>356,491,830</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5,718,947</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	18,739	18,881	19,193	19,118	19,356
Secondary	9,869	10,094	10,227	10,305	10,560
<b>TOTAL</b>	<b>28,608</b>	<b>28,975</b>	<b>29,419</b>	<b>29,423</b>	<b>29,915</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (21) Hamilton-Wentworth DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	269,613,275	275,985,253	265,773,443	272,631,953	285,157,617
School Foundation Grant <sup>3</sup>	34,519,718	34,928,993	35,588,442	35,237,265	36,227,319
Special Education Grant	71,072,349	73,329,090	75,382,983	74,769,063	77,448,675
Language Grant	15,095,041	15,423,214	16,249,777	13,522,956	16,405,592
Indigenous Education Grant <sup>4</sup>	1,051,186	957,404	957,009	995,394	998,655
Geographic Circumstances Grant	40,087	41,771	41,726	49,354	40,178
Learning Opportunities Grant	22,787,975	22,777,516	17,667,016	17,564,595	18,479,878
Mental Health and Well-Being Grant	1,423,243	1,436,703	1,461,932	1,876,360	2,125,035
Continuing Education and Other Programs Grant	3,194,813	3,055,880	3,480,473	3,411,242	3,533,516
Cost Adjustment and Teacher Qualifications and Experience Grant	57,518,802	58,027,403	71,883,591	60,416,856	62,837,724
Supports for Students Fund	-	-	-	5,025,101	5,025,101
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	14,924,647	15,513,370	16,019,544	16,422,781	16,980,137
Declining Enrolment Adjustment	-	-	-	3,399,120	849,780
School Board Administration and Governance Grant <sup>3, 5</sup>	13,375,021	14,240,861	14,359,461	13,445,102	13,582,903
School Operations Allocation <sup>5</sup>	46,951,013	47,726,198	48,674,539	48,277,990	50,571,100
School Renewal Allocation	8,308,028	8,319,360	8,344,687	8,433,558	8,647,720
Interest Expense	6,291,146	6,168,789	5,973,370	5,673,502	5,721,986
Non-Permanently Financed Capital Debt	1,242,363	1,242,363	1,242,363	1,242,363	1,242,363
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	510,906	-
<b>TOTAL FUNDING</b>	<b>567,408,707</b>	<b>579,174,168</b>	<b>583,100,356</b>	<b>583,811,323</b>	<b>606,874,671</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>14,238,025</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	35,531	35,949	36,618	35,288	36,433
Secondary	13,654	13,388	13,253	13,398	13,928
<b>TOTAL</b>	<b>49,185</b>	<b>49,337</b>	<b>49,870</b>	<b>48,686</b>	<b>50,361</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (29) Hastings and Prince Edward DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	80,866,107	82,172,517	77,408,632	79,630,785	83,250,810
School Foundation Grant <sup>3</sup>	12,032,294	12,072,963	12,518,204	12,523,473	12,826,340
Special Education Grant	22,633,555	23,940,419	24,664,100	24,672,639	25,510,915
Language Grant	2,067,549	2,110,312	2,153,334	2,109,570	2,207,210
Indigenous Education Grant <sup>4</sup>	1,801,667	1,926,988	2,414,244	2,670,717	3,099,469
Geographic Circumstances Grant	1,910,640	2,095,427	2,180,124	2,340,734	2,168,260
Learning Opportunities Grant	4,671,815	4,236,821	2,418,492	2,449,057	2,679,583
Mental Health and Well-Being Grant	308,236	310,964	314,839	569,600	722,371
Continuing Education and Other Programs Grant	469,595	469,147	510,864	515,007	545,292
Cost Adjustment and Teacher Qualifications and Experience Grant	19,298,693	19,149,712	23,759,099	18,428,862	19,103,511
Supports for Students Fund	-	-	-	1,728,114	1,728,114
Program Leadership Grant <sup>4</sup>	-	-	-	874,026	999,392
Student Transportation Grant	13,820,033	14,224,199	14,669,330	14,906,050	15,426,957
Declining Enrolment Adjustment	11,186	522,702	249,893	792,910	182,609
School Board Administration and Governance Grant <sup>3, 5</sup>	5,345,665	6,066,271	6,095,378	5,241,750	5,190,425
School Operations Allocation <sup>5</sup>	17,242,284	18,182,948	18,068,902	18,170,469	18,857,247
School Renewal Allocation	3,585,425	3,700,968	3,654,896	3,716,131	3,772,597
Interest Expense	1,872,066	1,768,603	1,558,939	1,693,014	1,391,952
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	220,187	-
<b>TOTAL FUNDING</b>	<b>187,936,810</b>	<b>192,950,961</b>	<b>192,639,270</b>	<b>193,253,097</b>	<b>199,663,052</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,396,853</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	10,363	10,363	10,346	10,059	10,318
Secondary	4,392	4,334	4,270	4,181	4,424
<b>TOTAL</b>	<b>14,755</b>	<b>14,697</b>	<b>14,617</b>	<b>14,240</b>	<b>14,742</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (36) Huron Perth Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	24,601,063	25,535,143	24,442,554	25,643,887	26,324,510
School Foundation Grant <sup>3</sup>	4,089,926	4,178,843	4,270,979	4,368,079	4,416,560
Special Education Grant	7,391,884	8,035,924	8,570,304	8,582,047	8,741,707
Language Grant	767,774	788,237	821,715	798,018	819,794
Indigenous Education Grant <sup>4</sup>	221,349	132,196	130,646	130,425	46,666
Geographic Circumstances Grant	1,657,602	1,668,054	1,715,608	1,784,615	1,828,915
Learning Opportunities Grant	1,869,828	1,399,583	821,740	849,532	1,005,753
Mental Health and Well-Being Grant	96,748	99,765	102,310	300,115	411,547
Continuing Education and Other Programs Grant	12,852	27,904	81,748	87,245	88,522
Cost Adjustment and Teacher Qualifications and Experience Grant	5,601,287	5,580,104	6,226,443	5,289,826	5,691,334
Supports for Students Fund	-	-	-	575,141	575,141
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	5,369,668	5,530,481	5,569,642	5,659,577	5,757,739
Declining Enrolment Adjustment	-	-	-	149,856	37,464
School Board Administration and Governance Grant <sup>3, 5</sup>	2,702,982	3,541,765	3,547,141	2,702,523	2,693,430
School Operations Allocation <sup>5</sup>	4,702,536	4,755,184	4,875,360	4,874,082	4,998,254
School Renewal Allocation	856,593	856,223	861,660	872,654	876,869
Interest Expense	533,682	510,487	489,472	476,113	438,367
Non-Permanently Financed Capital Debt	135,868	135,868	135,868	135,868	135,868
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	156,073	-
<b>TOTAL FUNDING</b>	<b>60,611,642</b>	<b>62,775,761</b>	<b>62,663,190</b>	<b>64,341,539</b>	<b>65,887,833</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,277,295</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	3,193	3,245	3,306	3,210	3,279
Secondary	1,279	1,306	1,284	1,356	1,366
<b>TOTAL</b>	<b>4,472</b>	<b>4,551</b>	<b>4,590</b>	<b>4,566</b>	<b>4,645</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (31) Huron-Superior Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	23,724,266	23,768,610	22,600,327	22,596,630	22,315,137
School Foundation Grant <sup>3</sup>	3,926,254	3,919,524	3,981,983	3,968,923	3,956,762
Special Education Grant	10,666,558	11,254,174	11,380,557	11,427,228	11,437,316
Language Grant	834,170	832,131	880,632	871,358	880,897
Indigenous Education Grant <sup>4</sup>	803,135	796,265	1,010,583	703,030	747,945
Geographic Circumstances Grant	5,665,818	5,548,917	5,487,889	5,480,652	5,513,435
Learning Opportunities Grant	1,949,983	1,492,987	675,380	667,866	696,051
Mental Health and Well-Being Grant	154,333	151,021	151,396	335,352	443,851
Continuing Education and Other Programs Grant	45,050	77,722	103,895	103,582	103,515
Cost Adjustment and Teacher Qualifications and Experience Grant	6,070,970	6,209,418	6,649,360	5,282,897	5,451,969
Supports for Students Fund	-	-	-	761,978	761,978
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	3,499,061	3,632,550	3,732,822	3,781,352	3,785,194
Declining Enrolment Adjustment	148,500	293,185	297,273	577,265	371,047
School Board Administration and Governance Grant <sup>3, 5</sup>	3,214,896	4,006,730	3,948,222	3,166,174	3,050,878
School Operations Allocation <sup>5</sup>	5,266,042	5,210,953	5,139,455	5,001,552	5,076,485
School Renewal Allocation	1,276,515	1,248,003	1,224,483	1,223,782	1,209,603
Interest Expense	678,097	705,770	714,836	668,193	605,164
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	155,397	-
<b>TOTAL FUNDING</b>	<b>67,923,648</b>	<b>69,147,960</b>	<b>67,979,093</b>	<b>67,679,075</b>	<b>67,406,618</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,362,815</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	3,372	3,399	3,403	3,305	3,249
Secondary	960	866	810	753	740
<b>TOTAL</b>	<b>4,332</b>	<b>4,264</b>	<b>4,213</b>	<b>4,058</b>	<b>3,989</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (14) Kawartha Pine Ridge DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	174,319,114	180,769,901	174,719,244	181,277,043	192,288,980
School Foundation Grant <sup>3</sup>	24,798,524	25,634,078	26,417,084	26,398,982	27,463,259
Special Education Grant	47,774,807	50,808,000	57,298,342	57,848,860	60,476,424
Language Grant	5,389,546	5,730,647	6,086,838	6,167,456	6,475,861
Indigenous Education Grant <sup>4</sup>	970,951	1,295,833	3,502,502	3,390,778	3,592,199
Geographic Circumstances Grant	778,058	726,958	748,621	789,837	805,070
Learning Opportunities Grant	8,206,092	7,852,528	4,152,396	4,157,999	4,630,919
Mental Health and Well-Being Grant	631,111	647,807	669,662	1,047,407	1,240,436
Continuing Education and Other Programs Grant	1,264,579	1,155,401	1,441,199	1,476,003	1,551,066
Cost Adjustment and Teacher Qualifications and Experience Grant	36,286,643	35,588,951	41,798,173	32,924,992	34,069,076
Supports for Students Fund	-	-	-	3,393,871	3,393,871
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	19,881,583	20,465,206	21,701,193	21,834,941	22,932,301
Declining Enrolment Adjustment	46,144	-	-	1,215,403	303,851
School Board Administration and Governance Grant <sup>3, 5</sup>	9,254,694	10,319,718	10,328,645	9,514,962	9,648,928
School Operations Allocation <sup>5</sup>	32,266,840	32,871,631	33,533,956	34,019,105	36,032,267
School Renewal Allocation	6,058,485	6,072,999	6,121,595	6,269,263	6,478,762
Interest Expense	4,742,647	4,282,670	3,897,792	3,654,852	3,436,339
Non-Permanently Financed Capital Debt	1,120,831	1,120,831	1,120,831	1,120,831	1,120,831
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	372,873	-
<b>TOTAL FUNDING</b>	<b>373,790,649</b>	<b>385,343,159</b>	<b>393,538,073</b>	<b>397,781,319</b>	<b>416,939,832</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10,823,787</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	22,732	23,246	23,823	23,511	24,657
Secondary	9,021	8,995	8,959	8,820	9,300
<b>TOTAL</b>	<b>31,752</b>	<b>32,241</b>	<b>32,782</b>	<b>32,331</b>	<b>33,957</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (5A) Keewatin-Patricia DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	24,230,042	24,329,358	22,567,347	22,820,791	24,176,444
School Foundation Grant <sup>3</sup>	4,769,565	4,874,685	4,952,760	4,907,132	5,029,603
Special Education Grant	11,117,665	11,346,137	11,673,272	11,939,280	12,436,084
Language Grant	477,940	489,324	493,977	409,812	507,785
Indigenous Education Grant <sup>4</sup>	2,172,533	2,420,693	2,434,515	2,236,567	2,316,911
Geographic Circumstances Grant	9,224,794	9,222,816	9,649,691	9,208,274	9,462,596
Learning Opportunities Grant	2,502,236	2,032,606	1,079,644	1,095,402	1,325,219
Mental Health and Well-Being Grant	241,264	237,848	238,129	461,127	582,729
Continuing Education and Other Programs Grant	418,626	299,151	185,569	297,882	310,934
Cost Adjustment and Teacher Qualifications and Experience Grant	5,003,621	5,195,961	5,991,946	5,279,412	5,688,394
Supports for Students Fund	-	-	-	941,813	941,813
Program Leadership Grant <sup>4</sup>	-	-	-	833,685	999,392
Student Transportation Grant	4,415,720	4,590,840	5,057,615	5,140,951	5,399,148
Declining Enrolment Adjustment	200,585	186,869	148,123	732,304	183,076
School Board Administration and Governance Grant <sup>3, 5</sup>	3,395,492	4,155,088	3,938,713	3,267,977	3,208,449
School Operations Allocation <sup>5</sup>	7,292,378	7,324,684	6,817,490	7,416,364	7,708,675
School Renewal Allocation	1,942,753	1,923,886	1,789,534	1,951,621	1,970,097
Interest Expense	928,332	763,976	719,345	867,025	716,799
Non-Permanently Financed Capital Debt	696,825	696,825	696,825	696,825	696,825
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	155,391	-
<b>TOTAL FUNDING</b>	<b>79,030,371</b>	<b>80,090,747</b>	<b>78,434,495</b>	<b>80,659,634</b>	<b>83,660,973</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,748,797</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	2,731	2,760	2,774	2,641	2,784
Secondary	1,645	1,558	1,504	1,413	1,469
<b>TOTAL</b>	<b>4,376</b>	<b>4,318</b>	<b>4,278</b>	<b>4,053</b>	<b>4,253</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (33B) Kenora Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	7,207,447	7,311,753	6,696,408	6,755,475	6,684,798
School Foundation Grant <sup>3</sup>	1,322,527	1,313,926	1,286,165	1,294,848	1,295,290
Special Education Grant	3,372,578	3,768,269	3,726,284	3,843,737	3,919,431
Language Grant	266,757	268,789	279,475	219,939	258,384
Indigenous Education Grant <sup>4</sup>	1,087,072	970,569	944,447	716,217	628,171
Geographic Circumstances Grant	1,859,097	1,895,031	1,956,855	2,005,752	2,079,128
Learning Opportunities Grant	1,210,059	738,142	434,932	376,249	398,927
Mental Health and Well-Being Grant	85,931	87,098	88,724	266,544	371,123
Continuing Education and Other Programs Grant	15,381	-	2,224	886	895
Cost Adjustment and Teacher Qualifications and Experience Grant	1,553,597	1,751,239	2,123,311	1,681,546	1,898,986
Supports for Students Fund	-	-	-	294,789	294,789
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	1,141,449	1,185,733	1,151,112	1,166,949	1,167,201
Declining Enrolment Adjustment	184,524	72,229	170,439	181,523	105,075
School Board Administration and Governance Grant <sup>3, 5</sup>	2,283,576	3,112,371	3,111,086	2,345,326	2,271,621
School Operations Allocation <sup>5</sup>	1,269,791	1,272,342	1,253,400	1,246,617	1,329,802
School Renewal Allocation	571,874	569,407	561,290	564,302	559,967
Interest Expense	525,054	500,239	474,713	447,867	421,014
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	151,625	-
<b>TOTAL FUNDING</b>	<b>23,956,714</b>	<b>24,817,137</b>	<b>24,260,865</b>	<b>24,466,057</b>	<b>24,683,995</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>622,313</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	993	977	944	912	892
Secondary	339	346	324	310	309
<b>TOTAL</b>	<b>1,332</b>	<b>1,322</b>	<b>1,267</b>	<b>1,222</b>	<b>1,201</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (6A) Lakehead DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	46,582,110	47,742,675	44,843,367	45,644,594	46,237,914
School Foundation Grant <sup>3</sup>	7,329,434	7,270,828	7,284,122	7,116,847	7,164,211
Special Education Grant	16,276,254	17,483,268	17,430,501	17,367,680	17,504,928
Language Grant	1,503,939	1,603,834	1,703,853	1,546,967	1,610,407
Indigenous Education Grant <sup>4</sup>	1,798,775	1,736,483	1,788,213	1,778,092	1,802,628
Geographic Circumstances Grant	5,496,362	5,589,408	5,639,464	5,602,247	5,665,476
Learning Opportunities Grant	3,244,961	2,837,397	1,576,094	1,581,987	1,697,180
Mental Health and Well-Being Grant	217,462	220,007	221,555	447,911	565,229
Continuing Education and Other Programs Grant	857,060	885,294	1,034,040	706,287	711,152
Cost Adjustment and Teacher Qualifications and Experience Grant	10,505,458	10,944,026	11,628,502	9,215,988	9,499,599
Supports for Students Fund	-	-	-	1,139,992	1,139,992
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	6,314,897	6,577,238	6,667,964	6,759,020	6,795,356
Declining Enrolment Adjustment	351,043	71,435	213,081	956,899	217,106
School Board Administration and Governance Grant <sup>3, 5</sup>	4,040,080	4,816,942	4,826,719	3,954,180	3,809,212
School Operations Allocation <sup>5</sup>	9,181,419	9,273,352	9,384,556	9,059,211	9,318,107
School Renewal Allocation	2,372,019	2,366,577	2,361,146	2,336,541	2,336,444
Interest Expense	1,856,552	2,074,196	1,896,518	1,580,316	1,654,901
Non-Permanently Financed Capital Debt	99,067	99,067	99,067	99,067	99,067
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	168,571	-
<b>TOTAL FUNDING</b>	<b>118,026,892</b>	<b>121,592,027</b>	<b>118,598,762</b>	<b>117,968,260</b>	<b>118,828,302</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,855,980</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	5,943	6,055	6,023	5,848	5,887
Secondary	2,523	2,449	2,396	2,277	2,272
<b>TOTAL</b>	<b>8,467</b>	<b>8,504</b>	<b>8,419</b>	<b>8,125</b>	<b>8,159</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (10) Lambton Kent DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	116,420,933	119,172,236	112,027,384	115,871,221	120,049,039
School Foundation Grant <sup>3</sup>	17,342,901	17,372,675	17,563,908	17,515,354	17,829,686
Special Education Grant	29,974,211	31,336,753	32,139,832	32,038,645	33,049,678
Language Grant	3,727,001	3,848,481	3,903,151	3,462,307	3,746,134
Indigenous Education Grant <sup>4</sup>	3,267,290	3,145,421	2,984,265	2,669,450	2,975,962
Geographic Circumstances Grant	834,930	841,123	811,846	830,232	851,081
Learning Opportunities Grant	5,969,522	5,557,440	3,015,323	3,037,913	3,364,620
Mental Health and Well-Being Grant	441,897	449,021	453,270	775,379	926,073
Continuing Education and Other Programs Grant	1,432,738	919,489	1,091,228	888,765	918,649
Cost Adjustment and Teacher Qualifications and Experience Grant	25,572,538	26,247,194	32,081,472	26,258,016	28,035,078
Supports for Students Fund	-	-	-	2,372,588	2,372,588
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	12,406,839	12,891,843	13,249,213	13,501,404	13,849,796
Declining Enrolment Adjustment	499,720	106,808	206,181	1,346,382	300,320
School Board Administration and Governance Grant <sup>3, 5</sup>	6,818,757	7,701,726	7,561,423	6,703,963	6,642,142
School Operations Allocation <sup>5</sup>	23,115,082	23,486,255	23,566,039	23,422,370	24,141,454
School Renewal Allocation	4,442,130	4,452,292	4,434,221	4,495,631	4,554,172
Interest Expense	1,890,802	1,755,109	1,662,337	1,609,806	1,488,839
Non-Permanently Financed Capital Debt	744,654	744,654	744,654	744,654	744,654
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	274,313	-
<b>TOTAL FUNDING</b>	<b>254,901,945</b>	<b>260,028,520</b>	<b>257,495,747</b>	<b>258,724,255</b>	<b>266,839,358</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,901,486</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	14,496	14,533	14,585	14,096	14,425
Secondary	6,716	6,732	6,560	6,557	6,768
<b>TOTAL</b>	<b>21,211</b>	<b>21,264</b>	<b>21,146</b>	<b>20,653</b>	<b>21,193</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (27) Limestone DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	104,667,386	107,531,813	102,007,844	107,405,664	109,870,173
School Foundation Grant <sup>3</sup>	15,911,930	16,138,505	16,472,764	16,563,491	16,759,258
Special Education Grant	28,453,904	29,770,979	30,364,115	30,626,273	31,115,239
Language Grant	4,051,423	4,371,126	4,595,159	4,516,277	4,597,928
Indigenous Education Grant <sup>4</sup>	1,574,622	2,642,396	2,730,244	2,698,936	2,769,613
Geographic Circumstances Grant	2,776,594	2,835,315	3,187,043	3,114,714	3,093,314
Learning Opportunities Grant	7,166,346	6,940,423	4,236,925	4,399,495	4,752,185
Mental Health and Well-Being Grant	371,292	378,799	386,744	727,988	870,304
Continuing Education and Other Programs Grant	1,908,401	1,599,522	1,714,163	1,475,321	1,524,086
Cost Adjustment and Teacher Qualifications and Experience Grant	23,727,326	23,603,147	26,814,119	23,374,738	23,527,660
Supports for Students Fund	-	-	-	2,120,616	2,120,616
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	15,286,851	16,002,799	16,283,979	16,544,894	16,760,310
Declining Enrolment Adjustment	371,437	82,307	-	477,015	119,254
School Board Administration and Governance Grant <sup>3, 5</sup>	6,516,647	7,353,287	7,329,159	6,529,538	6,447,580
School Operations Allocation <sup>5</sup>	21,440,978	22,536,505	22,780,862	23,033,200	23,585,275
School Renewal Allocation	4,248,005	4,358,599	4,392,000	4,467,765	4,507,978
Interest Expense	3,632,281	3,711,907	3,247,982	2,898,403	2,834,583
Non-Permanently Financed Capital Debt	457,419	457,419	457,419	457,419	457,419
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	261,512	-
<b>TOTAL FUNDING</b>	<b>242,562,842</b>	<b>250,314,848</b>	<b>247,000,521</b>	<b>252,599,123</b>	<b>256,712,166</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,188,653</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	13,061	13,178	13,362	13,293	13,350
Secondary	5,982	5,995	5,891	5,844	6,042
<b>TOTAL</b>	<b>19,043</b>	<b>19,173</b>	<b>19,253</b>	<b>19,137</b>	<b>19,392</b>

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- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (38) London District Catholic School Board

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	108,533,475	115,873,199	112,637,222	119,747,751	121,308,564
School Foundation Grant <sup>3</sup>	15,204,524	15,548,326	16,162,626	16,429,673	16,543,748
Special Education Grant	26,474,544	29,252,320	30,760,183	31,031,285	31,290,204
Language Grant	5,279,482	6,473,637	7,169,286	7,073,788	7,321,341
Indigenous Education Grant <sup>4</sup>	231,619	147,460	146,279	148,311	65,686
Geographic Circumstances Grant	515,795	497,964	381,803	549,361	569,184
Learning Opportunities Grant	5,315,838	4,931,491	2,663,653	2,805,770	3,324,777
Mental Health and Well-Being Grant	379,917	402,280	423,330	751,146	892,170
Continuing Education and Other Programs Grant	1,816,390	2,034,494	2,219,716	2,114,116	2,149,894
Cost Adjustment and Teacher Qualifications and Experience Grant	24,625,081	23,860,466	27,925,487	22,432,062	23,431,012
Supports for Students Fund	-	-	-	1,976,000	1,976,000
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	12,921,047	13,977,011	16,709,332	17,112,452	17,180,255
Declining Enrolment Adjustment	-	-	-	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	6,342,448	7,440,096	7,536,608	6,762,672	6,652,429
School Operations Allocation <sup>5</sup>	20,032,949	21,171,780	21,941,655	22,387,960	22,757,664
School Renewal Allocation	3,419,447	3,553,966	3,623,892	3,747,937	3,757,615
Interest Expense	3,814,185	3,523,945	3,329,480	3,080,656	2,908,505
Non-Permanently Financed Capital Debt	397,197	397,197	397,197	397,197	397,197
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	279,791	-
<b>TOTAL FUNDING</b>	<b>235,303,938</b>	<b>249,085,632</b>	<b>254,027,749</b>	<b>259,733,793</b>	<b>263,525,637</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,746,975</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	13,251	13,893	14,288	14,015	14,015
Secondary	6,452	6,712	6,978	7,287	7,376
<b>TOTAL</b>	<b>19,703</b>	<b>20,605</b>	<b>21,266</b>	<b>21,302</b>	<b>21,391</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (4) Near North DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	52,604,033	53,559,896	50,206,573	51,284,299	53,011,179
School Foundation Grant <sup>3</sup>	9,187,844	9,356,946	9,491,709	9,192,516	9,313,683
Special Education Grant	17,970,161	19,187,621	19,613,000	19,579,321	20,097,076
Language Grant	1,518,303	1,602,495	1,661,967	1,638,620	1,702,729
Indigenous Education Grant <sup>4</sup>	1,115,948	1,056,442	1,128,374	1,262,359	1,309,782
Geographic Circumstances Grant	6,672,179	6,603,184	7,052,155	7,239,899	7,268,673
Learning Opportunities Grant	3,731,247	3,310,646	1,837,093	1,898,168	2,046,454
Mental Health and Well-Being Grant	246,539	248,930	251,224	490,601	628,546
Continuing Education and Other Programs Grant	536,148	594,115	553,466	625,693	642,390
Cost Adjustment and Teacher Qualifications and Experience Grant	11,905,283	11,531,478	14,428,375	11,535,326	11,964,051
Supports for Students Fund	-	-	-	1,328,893	1,328,893
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	11,248,391	11,678,287	11,863,867	11,863,867	12,148,576
Declining Enrolment Adjustment	137,691	19,411	221,890	850,788	193,654
School Board Administration and Governance Grant <sup>3, 5</sup>	4,344,406	5,085,979	5,017,195	4,169,170	4,067,084
School Operations Allocation <sup>5</sup>	12,519,086	12,729,204	12,740,739	12,639,595	13,010,670
School Renewal Allocation	2,657,714	2,680,648	2,661,720	2,684,134	2,705,743
Interest Expense	2,426,296	2,319,828	2,198,200	2,055,909	1,960,671
Non-Permanently Financed Capital Debt	393,202	393,202	393,202	393,202	393,202
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	177,334	-
<b>TOTAL FUNDING</b>	<b>139,214,471</b>	<b>141,958,312</b>	<b>141,320,749</b>	<b>141,815,560</b>	<b>144,792,448</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,144,225</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	6,559	6,591	6,564	6,402	6,555
Secondary	3,020	2,969	2,920	2,761	2,821
<b>TOTAL</b>	<b>9,579</b>	<b>9,561</b>	<b>9,484</b>	<b>9,163</b>	<b>9,376</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (50) Niagara Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	115,808,307	116,910,097	108,885,535	112,500,645	113,420,546
School Foundation Grant <sup>3</sup>	16,207,760	16,322,147	16,500,749	16,495,438	16,541,757
Special Education Grant	28,654,408	29,471,608	29,850,801	29,537,475	29,727,700
Language Grant	4,143,700	4,491,773	4,787,509	4,851,632	4,929,175
Indigenous Education Grant <sup>4</sup>	539,592	489,888	476,805	372,253	279,092
Geographic Circumstances Grant	118,715	120,557	150,400	170,537	163,055
Learning Opportunities Grant	5,828,210	5,439,817	2,829,289	2,580,713	2,908,681
Mental Health and Well-Being Grant	392,880	393,309	394,039	707,611	842,830
Continuing Education and Other Programs Grant	1,557,860	1,640,687	1,770,280	1,692,653	1,693,375
Cost Adjustment and Teacher Qualifications and Experience Grant	26,646,297	26,848,883	33,033,534	27,385,366	27,204,563
Supports for Students Fund	-	-	-	2,312,331	2,312,331
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	10,475,145	10,543,952	10,715,748	10,919,438	10,939,788
Declining Enrolment Adjustment	1,452,208	904,499	1,006,126	1,364,395	345,664
School Board Administration and Governance Grant <sup>3, 5</sup>	6,509,796	7,202,619	7,127,379	6,295,681	6,245,190
School Operations Allocation <sup>5</sup>	20,823,247	20,942,404	20,723,131	20,427,514	20,512,027
School Renewal Allocation	3,827,226	3,802,888	3,737,673	3,765,917	3,751,054
Interest Expense	3,207,442	2,925,124	2,718,236	2,581,954	2,318,552
Non-Permanently Financed Capital Debt	117,487	117,487	117,487	117,487	117,487
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	269,610	-
<b>TOTAL FUNDING</b>	<b>246,310,280</b>	<b>248,567,739</b>	<b>244,824,721</b>	<b>245,254,513</b>	<b>245,252,260</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,740,376</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	14,465	14,362	14,244	13,922	13,955
Secondary	6,662	6,525	6,331	6,174	6,100
<b>TOTAL</b>	<b>21,127</b>	<b>20,888</b>	<b>20,575</b>	<b>20,096</b>	<b>20,055</b>

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- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (30B) Nipissing-Parry Sound Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	13,827,563	14,153,913	13,880,570	14,852,332	15,071,988
School Foundation Grant <sup>3</sup>	2,583,138	2,643,016	2,733,157	2,818,902	2,771,460
Special Education Grant	5,900,407	6,291,927	6,707,570	7,195,774	7,362,003
Language Grant	526,912	541,613	595,221	529,970	571,585
Indigenous Education Grant <sup>4</sup>	718,488	621,184	660,602	691,872	628,150
Geographic Circumstances Grant	1,670,913	1,760,075	1,789,981	1,810,281	1,858,038
Learning Opportunities Grant	1,334,189	896,111	451,324	484,645	502,646
Mental Health and Well-Being Grant	85,931	87,098	88,724	272,308	379,014
Continuing Education and Other Programs Grant	271,055	257,629	264,923	220,881	221,067
Cost Adjustment and Teacher Qualifications and Experience Grant	3,619,031	4,156,020	4,859,862	4,246,291	4,232,004
Supports for Students Fund	-	-	-	385,938	385,938
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	3,438,589	3,468,249	3,580,378	3,666,923	3,685,661
Declining Enrolment Adjustment	112,457	23,389	-	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	2,437,302	3,213,030	3,233,824	2,406,958	2,335,601
School Operations Allocation <sup>5</sup>	3,548,031	3,616,600	3,768,094	3,822,788	3,966,424
School Renewal Allocation	850,959	855,507	870,877	888,133	891,226
Interest Expense	841,688	808,939	764,597	728,202	698,551
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	153,519	-
<b>TOTAL FUNDING</b>	<b>41,766,653</b>	<b>43,394,300</b>	<b>44,249,704</b>	<b>46,081,578</b>	<b>46,560,750</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	1,782	1,766	1,814	1,825	1,843
Secondary	750	765	808	821	813
<b>TOTAL</b>	<b>2,532</b>	<b>2,531</b>	<b>2,622</b>	<b>2,646</b>	<b>2,656</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (30A) Northeastern Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	11,906,531	12,315,242	11,820,129	12,134,088	12,336,496
School Foundation Grant <sup>3</sup>	2,637,635	2,685,451	2,715,813	2,780,004	2,798,183
Special Education Grant	4,433,285	4,983,567	5,157,968	5,197,004	5,336,862
Language Grant	457,457	489,767	470,705	471,682	490,254
Indigenous Education Grant <sup>4</sup>	440,484	364,443	386,224	452,693	408,869
Geographic Circumstances Grant	3,454,092	3,324,784	3,258,726	3,396,257	3,467,193
Learning Opportunities Grant	1,443,419	972,629	581,405	439,270	451,580
Mental Health and Well-Being Grant	85,931	87,098	88,724	266,544	372,460
Continuing Education and Other Programs Grant	102,464	61,045	39,992	3,011	3,041
Cost Adjustment and Teacher Qualifications and Experience Grant	3,635,452	3,522,524	3,596,728	3,296,027	3,437,096
Supports for Students Fund	-	-	-	377,942	377,942
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	3,088,719	3,249,765	3,290,717	3,334,790	3,365,538
Declining Enrolment Adjustment	-	-	123,658	93,046	16,877
School Board Administration and Governance Grant <sup>3, 5</sup>	2,595,415	3,152,490	3,352,346	2,732,807	2,619,081
School Operations Allocation <sup>5</sup>	3,098,601	3,100,191	3,026,598	3,214,566	3,385,900
School Renewal Allocation	1,027,446	1,014,706	990,424	1,041,946	1,043,131
Interest Expense	80,443	77,169	73,730	70,115	87,562
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	152,903	-
<b>TOTAL FUNDING</b>	<b>38,487,374</b>	<b>39,400,871</b>	<b>38,973,887</b>	<b>40,360,559</b>	<b>40,997,459</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>151,545</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	1,816	1,864	1,855	1,829	1,846
Secondary	390	373	351	354	353
<b>TOTAL</b>	<b>2,206</b>	<b>2,237</b>	<b>2,205</b>	<b>2,183</b>	<b>2,199</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (33A) Northwest Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	6,633,351	6,595,832	6,599,184	6,724,497	6,899,735
School Foundation Grant <sup>3</sup>	1,224,811	1,239,220	1,219,721	1,190,369	1,210,535
Special Education Grant	3,148,631	3,434,628	3,705,260	3,772,778	3,956,101
Language Grant	299,206	328,077	350,309	295,645	317,882
Indigenous Education Grant <sup>4</sup>	581,898	490,385	517,060	517,864	454,660
Geographic Circumstances Grant	2,469,639	2,455,138	2,577,915	2,632,628	2,732,368
Learning Opportunities Grant	1,036,608	565,653	294,994	327,943	333,292
Mental Health and Well-Being Grant	85,931	87,098	88,724	89,485	192,769
Continuing Education and Other Programs Grant	-	-	-	-	-
Cost Adjustment and Teacher Qualifications and Experience Grant	1,264,792	1,486,249	1,450,854	1,612,307	1,622,830
Supports for Students Fund	-	-	-	268,375	268,375
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	1,252,905	1,302,664	1,356,067	1,384,837	1,412,999
Declining Enrolment Adjustment	-	77,634	19,409	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	2,281,383	2,946,952	3,047,720	2,233,547	2,220,188
School Operations Allocation <sup>5</sup>	1,409,149	1,439,120	1,485,328	1,536,575	1,593,906
School Renewal Allocation	676,602	677,392	682,268	698,534	701,542
Interest Expense	42,346	56,816	82,191	36,596	50,998
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	151,615	-
<b>TOTAL FUNDING</b>	<b>22,407,252</b>	<b>23,182,858</b>	<b>23,477,004</b>	<b>24,379,458</b>	<b>24,967,572</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>71,395</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	1,236	1,208	1,209	1,214	1,237
Secondary	-	-	-	-	-
<b>TOTAL</b>	<b>1,236</b>	<b>1,208</b>	<b>1,209</b>	<b>1,214</b>	<b>1,237</b>

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- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (53) Ottawa Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	227,027,900	239,530,765	233,207,782	249,555,077	255,871,891
School Foundation Grant <sup>3</sup>	30,983,484	32,199,794	33,453,219	33,985,085	34,510,586
Special Education Grant	60,594,045	64,671,349	67,584,026	69,439,508	70,940,796
Language Grant	15,181,049	17,907,141	20,648,549	19,161,685	21,525,798
Indigenous Education Grant <sup>4</sup>	1,095,489	1,079,179	1,438,503	2,517,948	3,057,575
Geographic Circumstances Grant	182,649	219,368	166,685	173,166	177,341
Learning Opportunities Grant	14,739,894	14,601,749	9,857,955	10,065,843	10,534,017
Mental Health and Well-Being Grant	1,036,683	1,025,601	1,063,552	1,524,729	1,717,618
Continuing Education and Other Programs Grant	3,818,436	3,919,348	4,117,923	4,962,466	5,068,787
Cost Adjustment and Teacher Qualifications and Experience Grant	46,064,464	47,534,003	57,478,817	49,285,892	52,312,633
Supports for Students Fund	-	-	-	4,140,190	4,166,674
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	24,516,648	25,386,978	25,413,724	26,136,122	26,592,256
Declining Enrolment Adjustment	-	-	-	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	12,480,913	13,768,182	13,982,522	13,467,369	13,459,473
School Operations Allocation <sup>5</sup>	42,233,245	44,322,223	46,038,074	47,186,859	48,447,697
School Renewal Allocation	6,948,358	7,154,443	7,320,191	7,631,963	7,743,474
Interest Expense	6,203,698	6,089,044	5,680,179	5,486,071	5,228,834
Non-Permanently Financed Capital Debt	662,410	662,410	662,410	662,410	662,410
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	476,298	-
<b>TOTAL FUNDING</b>	<b>493,769,365</b>	<b>520,071,577</b>	<b>528,114,111</b>	<b>546,764,546</b>	<b>563,017,252</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	28,602	29,657	30,692	30,711	31,228
Secondary	12,721	13,093	13,350	13,874	14,131
<b>TOTAL</b>	<b>41,323</b>	<b>42,750</b>	<b>44,042</b>	<b>44,585</b>	<b>45,359</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (25) Ottawa-Carleton DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	392,378,154	406,990,556	388,407,760	405,544,297	411,150,371
School Foundation Grant <sup>3</sup>	50,882,657	52,193,942	53,511,109	53,219,423	53,619,512
Special Education Grant	93,768,797	98,979,099	101,936,707	101,261,697	102,405,460
Language Grant	32,449,918	35,084,923	36,812,554	34,154,917	37,497,438
Indigenous Education Grant <sup>4</sup>	1,346,081	2,701,080	4,187,624	4,196,307	4,244,828
Geographic Circumstances Grant	189,525	188,140	195,743	197,694	197,457
Learning Opportunities Grant	27,479,047	27,090,967	19,209,426	19,165,584	19,603,534
Mental Health and Well-Being Grant	1,837,206	1,875,001	1,913,671	2,535,942	2,767,900
Continuing Education and Other Programs Grant	6,937,513	7,613,316	7,164,296	7,086,030	7,246,657
Cost Adjustment and Teacher Qualifications and Experience Grant	84,737,733	84,288,074	103,817,856	84,999,950	90,764,482
Supports for Students Fund	-	-	-	6,871,859	6,871,859
Program Leadership Grant <sup>4</sup>	-	-	-	998,303	1,091,691
Student Transportation Grant	40,007,875	41,762,550	42,345,868	43,126,921	43,362,271
Declining Enrolment Adjustment	-	-	-	3,547,508	886,877
School Board Administration and Governance Grant <sup>3, 5</sup>	19,595,142	20,844,621	20,887,545	19,998,062	19,850,472
School Operations Allocation <sup>5</sup>	76,018,378	78,638,235	79,229,796	79,169,820	80,076,090
School Renewal Allocation	14,282,274	14,533,875	14,587,471	14,842,702	14,877,393
Interest Expense	6,999,943	6,427,746	4,584,024	4,337,575	4,141,101
Non-Permanently Financed Capital Debt	2,523,115	2,523,115	2,523,115	2,523,115	2,523,115
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	711,084	-
<b>TOTAL FUNDING</b>	<b>851,433,358</b>	<b>881,735,240</b>	<b>881,314,565</b>	<b>888,488,789</b>	<b>903,178,509</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>14,778,015</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	49,091	49,723	50,480	49,237	49,135
Secondary	22,351	22,866	22,926	23,166	23,616
<b>TOTAL</b>	<b>71,441</b>	<b>72,589</b>	<b>73,406</b>	<b>72,403</b>	<b>72,751</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (19) Peel DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	848,044,198	870,847,577	831,536,251	860,419,762	869,520,866
School Foundation Grant <sup>3</sup>	102,897,986	104,542,266	106,320,826	105,288,003	105,838,908
Special Education Grant	209,868,065	218,106,012	222,981,053	223,712,132	225,358,563
Language Grant	64,263,109	71,594,136	77,566,985	69,570,091	78,158,929
Indigenous Education Grant <sup>4</sup>	830,270	856,771	1,446,562	681,527	650,495
Geographic Circumstances Grant	54,884	71,797	8,360	8,885	10,223
Learning Opportunities Grant	58,646,834	58,887,711	43,047,090	42,230,208	43,104,244
Mental Health and Well-Being Grant	3,956,288	3,825,817	3,880,716	4,718,967	5,079,186
Continuing Education and Other Programs Grant	7,061,507	7,204,052	8,233,576	8,099,342	8,176,497
Cost Adjustment and Teacher Qualifications and Experience Grant	155,147,943	158,488,282	212,068,115	164,128,037	176,662,147
Supports for Students Fund	-	-	-	14,768,173	14,768,173
Program Leadership Grant <sup>4</sup>	-	-	-	1,460,499	1,553,182
Student Transportation Grant	42,773,460	44,651,753	47,687,096	48,670,327	48,812,454
Declining Enrolment Adjustment	-	-	-	6,929,992	1,732,498
School Board Administration and Governance Grant <sup>3, 5</sup>	38,861,418	40,593,833	40,390,653	39,029,568	39,083,678
School Operations Allocation <sup>5</sup>	145,691,241	148,729,948	151,221,994	150,514,978	152,391,311
School Renewal Allocation	21,112,507	21,232,417	21,262,743	21,561,689	21,577,074
Interest Expense	31,398,014	29,864,923	28,357,732	26,920,446	25,361,356
Non-Permanently Financed Capital Debt	1,035,284	1,035,284	1,035,284	1,035,284	1,035,284
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	1,398,325	-
<b>TOTAL FUNDING</b>	<b>1,731,643,008</b>	<b>1,780,532,579</b>	<b>1,797,045,036</b>	<b>1,791,146,237</b>	<b>1,818,875,068</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>34,802,994</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	114,715	115,361	115,368	112,434	112,789
Secondary	40,656	40,830	41,010	41,396	41,450
<b>TOTAL</b>	<b>155,371</b>	<b>156,191</b>	<b>156,378</b>	<b>153,830</b>	<b>154,239</b>

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- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (41) Peterborough V N C Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	82,038,261	83,861,319	78,515,903	81,764,095	84,576,657
School Foundation Grant <sup>3</sup>	11,021,210	11,208,829	11,389,282	11,460,412	11,663,624
Special Education Grant	22,990,625	24,809,760	24,536,188	24,712,932	25,406,662
Language Grant	2,672,001	2,709,853	2,775,187	2,675,517	2,813,340
Indigenous Education Grant <sup>4</sup>	593,816	664,541	840,858	1,132,985	1,221,136
Geographic Circumstances Grant	819,808	831,461	931,193	1,026,290	939,630
Learning Opportunities Grant	3,399,514	2,952,358	1,236,388	1,252,162	1,709,147
Mental Health and Well-Being Grant	310,919	315,791	319,079	576,246	710,122
Continuing Education and Other Programs Grant	288,582	314,536	477,929	485,773	495,561
Cost Adjustment and Teacher Qualifications and Experience Grant	17,265,206	16,596,584	19,060,923	15,059,528	15,902,945
Supports for Students Fund	-	-	-	1,650,813	1,650,813
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	10,691,326	11,087,842	11,869,835	12,071,341	12,348,667
Declining Enrolment Adjustment	-	-	292,159	624,484	137,861
School Board Administration and Governance Grant <sup>3, 5</sup>	5,042,055	5,876,538	5,853,942	5,034,354	5,067,061
School Operations Allocation <sup>5</sup>	14,942,788	15,303,251	15,332,850	15,348,670	15,807,138
School Renewal Allocation	2,208,919	2,229,401	2,218,066	2,252,724	2,295,577
Interest Expense	2,593,881	2,437,530	2,229,628	2,024,629	1,808,594
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	223,190	-
<b>TOTAL FUNDING</b>	<b>176,878,911</b>	<b>181,199,594</b>	<b>177,879,410</b>	<b>180,282,008</b>	<b>185,553,929</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,528,884</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	10,339	10,339	10,294	10,024	10,304
Secondary	4,587	4,610	4,529	4,573	4,635
<b>TOTAL</b>	<b>14,926</b>	<b>14,949</b>	<b>14,822</b>	<b>14,596</b>	<b>14,939</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (3) Rainbow DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	69,279,763	71,647,201	67,923,197	71,061,680	71,556,780
School Foundation Grant <sup>3</sup>	10,951,292	11,467,709	11,709,400	12,082,160	12,127,601
Special Education Grant	27,242,362	29,643,351	31,336,264	31,803,663	31,816,391
Language Grant	2,412,097	2,661,221	3,133,410	2,828,655	3,042,985
Indigenous Education Grant <sup>4</sup>	3,351,152	3,834,009	3,823,636	3,589,254	3,617,031
Geographic Circumstances Grant	4,268,750	4,185,597	4,382,570	4,421,160	4,480,786
Learning Opportunities Grant	4,418,359	4,007,953	2,224,411	2,254,878	2,664,616
Mental Health and Well-Being Grant	333,218	340,630	347,626	641,323	766,690
Continuing Education and Other Programs Grant	504,624	525,043	605,497	641,579	650,797
Cost Adjustment and Teacher Qualifications and Experience Grant	16,985,017	17,688,001	20,756,867	16,853,048	17,208,227
Supports for Students Fund	-	-	-	1,638,230	1,638,230
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	13,594,460	14,265,077	14,089,519	14,280,395	14,280,025
Declining Enrolment Adjustment	323,268	72,103	-	326,284	116,869
School Board Administration and Governance Grant <sup>3, 5</sup>	5,034,825	5,884,184	5,872,525	5,056,939	4,906,848
School Operations Allocation <sup>5</sup>	14,835,703	15,085,602	15,220,721	15,467,681	15,768,937
School Renewal Allocation	3,159,594	3,164,524	3,169,540	3,238,671	3,247,027
Interest Expense	2,245,226	2,312,348	2,208,789	2,040,670	1,981,206
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	206,990	-
<b>TOTAL FUNDING</b>	<b>178,939,710</b>	<b>186,784,553</b>	<b>186,803,972</b>	<b>189,339,124</b>	<b>190,870,440</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>657,680</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	8,517	8,741	8,824	8,637	8,578
Secondary	4,080	4,029	3,998	4,040	4,070
<b>TOTAL</b>	<b>12,596</b>	<b>12,770</b>	<b>12,821</b>	<b>12,677</b>	<b>12,648</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (5B) Rainy River DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	12,256,565	12,270,796	11,443,594	11,478,322	11,393,465
School Foundation Grant <sup>3</sup>	3,023,047	2,957,133	2,925,122	2,859,462	2,864,784
Special Education Grant	4,863,295	5,267,933	5,463,866	5,100,386	5,166,261
Language Grant	244,223	232,114	226,602	193,542	207,835
Indigenous Education Grant <sup>4</sup>	861,412	801,852	862,717	778,718	709,064
Geographic Circumstances Grant	4,937,685	4,842,355	5,254,518	4,916,949	4,949,502
Learning Opportunities Grant	1,579,924	1,107,103	639,016	667,615	726,788
Mental Health and Well-Being Grant	86,318	87,098	88,724	289,600	395,980
Continuing Education and Other Programs Grant	68,052	61,231	7,925	-	-
Cost Adjustment and Teacher Qualifications and Experience Grant	2,775,101	2,442,090	2,482,402	2,518,191	2,749,743
Supports for Students Fund	-	-	-	465,898	465,898
Program Leadership Grant <sup>4</sup>	-	-	-	891,215	999,392
Student Transportation Grant	2,655,450	2,756,754	3,211,665	3,263,255	3,267,325
Declining Enrolment Adjustment	76,995	121,302	89,350	373,379	208,780
School Board Administration and Governance Grant <sup>3, 5</sup>	2,515,051	3,219,198	3,287,441	2,483,694	2,406,338
School Operations Allocation <sup>5</sup>	3,837,742	3,893,100	3,842,052	3,796,208	3,883,755
School Renewal Allocation	1,220,144	1,222,484	1,195,404	1,205,000	1,193,326
Interest Expense	898,886	861,767	828,313	793,353	757,958
Non-Permanently Financed Capital Debt	987,614	987,614	987,614	987,614	987,614
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	152,729	-
<b>TOTAL FUNDING</b>	<b>42,887,504</b>	<b>43,131,924</b>	<b>42,836,325</b>	<b>43,215,131</b>	<b>43,333,808</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>644,934</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	1,476	1,428	1,418	1,309	1,257
Secondary	759	759	757	743	760
<b>TOTAL</b>	<b>2,235</b>	<b>2,187</b>	<b>2,175</b>	<b>2,052</b>	<b>2,017</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (54) Renfrew County Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	25,830,413	26,844,555	25,907,906	26,246,683	26,975,070
School Foundation Grant <sup>3</sup>	4,552,508	4,661,283	4,783,111	4,778,357	4,855,078
Special Education Grant	8,288,450	9,157,890	9,457,237	9,409,566	9,681,376
Language Grant	594,036	605,415	640,964	625,694	649,616
Indigenous Education Grant <sup>4</sup>	564,942	346,302	326,118	315,858	242,324
Geographic Circumstances Grant	2,756,019	2,762,372	2,844,142	2,882,168	2,934,301
Learning Opportunities Grant	2,287,691	1,831,148	1,187,960	1,213,317	1,303,350
Mental Health and Well-Being Grant	111,036	114,865	117,353	307,544	420,030
Continuing Education and Other Programs Grant	48,092	48,848	66,052	58,650	61,084
Cost Adjustment and Teacher Qualifications and Experience Grant	5,777,365	6,418,728	7,428,834	6,290,070	6,886,788
Supports for Students Fund	-	-	-	628,125	628,125
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	4,631,782	4,879,025	5,133,207	5,216,922	5,318,598
Declining Enrolment Adjustment	-	-	-	394,317	98,579
School Board Administration and Governance Grant <sup>3, 5</sup>	2,919,061	3,684,061	3,796,249	2,937,564	2,851,007
School Operations Allocation <sup>5</sup>	5,180,128	5,283,570	5,510,977	5,544,047	5,867,094
School Renewal Allocation	1,080,420	1,083,668	1,090,181	1,098,048	1,102,915
Interest Expense	637,711	620,239	582,287	547,324	525,871
Non-Permanently Financed Capital Debt	766,332	766,332	766,332	766,332	766,332
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	156,229	-
<b>TOTAL FUNDING</b>	<b>66,025,986</b>	<b>69,108,301</b>	<b>69,638,910</b>	<b>70,322,678</b>	<b>72,166,931</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,042,264</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	3,676	3,725	3,742	3,631	3,683
Secondary	1,048	1,082	1,084	1,053	1,090
<b>TOTAL</b>	<b>4,724</b>	<b>4,807</b>	<b>4,826</b>	<b>4,684</b>	<b>4,773</b>

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- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (28) Renfrew County DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	49,123,609	49,765,857	46,699,339	49,074,380	50,676,677
School Foundation Grant <sup>3</sup>	7,753,045	7,850,274	7,984,761	8,049,088	8,176,774
Special Education Grant	15,120,091	15,733,483	15,967,433	16,218,048	16,645,757
Language Grant	1,360,823	1,346,473	1,565,841	1,661,031	1,708,401
Indigenous Education Grant <sup>4</sup>	1,493,564	1,365,645	1,326,374	1,309,026	1,230,705
Geographic Circumstances Grant	3,100,098	3,178,145	3,248,630	3,253,014	3,230,166
Learning Opportunities Grant	3,355,729	2,922,865	1,618,028	1,618,246	1,930,146
Mental Health and Well-Being Grant	222,403	223,671	225,671	484,106	607,017
Continuing Education and Other Programs Grant	459,223	459,059	384,809	486,636	494,396
Cost Adjustment and Teacher Qualifications and Experience Grant	12,405,993	12,880,119	14,872,502	12,077,601	12,191,161
Supports for Students Fund	-	-	-	1,199,253	1,199,253
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	8,167,820	8,459,737	8,706,981	8,851,659	9,055,808
Declining Enrolment Adjustment	251,013	217,784	168,866	822,356	197,553
School Board Administration and Governance Grant <sup>3, 5</sup>	4,026,365	4,798,111	4,770,091	4,069,962	3,996,142
School Operations Allocation <sup>5</sup>	12,416,423	12,589,321	12,537,993	12,690,855	13,024,057
School Renewal Allocation	2,812,375	2,806,517	2,784,317	2,835,245	2,854,083
Interest Expense	1,918,312	1,842,120	1,779,437	1,710,201	1,648,830
Non-Permanently Financed Capital Debt	250,413	250,413	250,413	250,413	250,413
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	173,673	-
<b>TOTAL FUNDING</b>	<b>124,237,299</b>	<b>126,689,594</b>	<b>124,891,486</b>	<b>127,740,658</b>	<b>130,116,731</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,314</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	5,907	5,881	5,986	5,881	6,052
Secondary	2,990	2,955	2,824	2,849	2,877
<b>TOTAL</b>	<b>8,896</b>	<b>8,837</b>	<b>8,810</b>	<b>8,729</b>	<b>8,929</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (17) Simcoe County DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	281,109,565	291,591,157	281,041,123	296,216,532	302,494,898
School Foundation Grant <sup>3</sup>	35,367,422	36,474,063	37,726,815	37,856,747	38,330,251
Special Education Grant	71,755,116	75,545,529	77,654,840	78,613,938	79,616,135
Language Grant	8,409,537	9,091,337	9,398,373	9,254,324	9,625,108
Indigenous Education Grant <sup>4</sup>	2,727,893	2,777,958	3,276,327	3,733,666	4,307,783
Geographic Circumstances Grant	546,330	540,414	576,225	588,016	586,617
Learning Opportunities Grant	10,875,389	10,592,301	4,582,609	4,582,176	4,981,744
Mental Health and Well-Being Grant	986,552	1,014,635	1,048,228	1,593,524	1,799,354
Continuing Education and Other Programs Grant	2,321,408	2,176,631	2,337,398	2,388,580	2,433,389
Cost Adjustment and Teacher Qualifications and Experience Grant	58,261,167	58,032,265	73,393,068	60,372,928	62,385,013
Supports for Students Fund	-	-	-	5,476,128	5,476,128
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	19,893,447	20,733,010	21,087,076	21,795,641	22,070,600
Declining Enrolment Adjustment	-	-	-	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	14,231,958	15,299,717	15,284,339	14,625,436	14,694,370
School Operations Allocation <sup>5</sup>	49,626,993	51,110,367	52,306,739	52,687,134	53,652,224
School Renewal Allocation	8,118,811	8,219,242	8,302,230	8,529,583	8,615,588
Interest Expense	12,228,818	11,912,696	11,644,825	11,350,894	11,072,922
Non-Permanently Financed Capital Debt	2,021,201	2,021,201	2,021,201	2,021,201	2,021,201
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	545,989	-
<b>TOTAL FUNDING</b>	<b>578,481,607</b>	<b>597,132,523</b>	<b>601,681,416</b>	<b>613,138,301</b>	<b>625,162,717</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,186,055</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	36,493	37,217	37,855	37,501	37,912
Secondary	14,815	14,898	15,028	15,342	15,549
<b>TOTAL</b>	<b>51,308</b>	<b>52,115</b>	<b>52,884</b>	<b>52,842</b>	<b>53,461</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (44) Simcoe Muskoka Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	116,427,958	120,872,436	115,563,597	123,096,846	125,793,051
School Foundation Grant <sup>3</sup>	15,618,055	16,027,066	16,486,921	16,739,866	16,931,940
Special Education Grant	29,841,829	32,275,285	33,419,877	34,184,264	34,820,460
Language Grant	3,323,311	3,485,482	3,757,526	3,773,683	3,973,927
Indigenous Education Grant <sup>4</sup>	635,138	694,374	735,621	735,869	672,508
Geographic Circumstances Grant	1,500,903	1,443,408	1,718,751	1,588,059	1,646,076
Learning Opportunities Grant	4,922,879	4,542,342	1,895,198	1,838,590	2,393,517
Mental Health and Well-Being Grant	457,900	472,544	486,425	797,067	942,485
Continuing Education and Other Programs Grant	1,094,116	1,309,057	1,547,485	1,199,699	1,210,440
Cost Adjustment and Teacher Qualifications and Experience Grant	23,624,593	22,935,635	30,202,449	24,074,260	25,020,796
Supports for Students Fund	-	-	-	2,393,480	2,393,480
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	12,907,975	13,245,829	13,024,992	13,178,045	13,355,747
Declining Enrolment Adjustment	-	-	-	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	6,680,112	7,650,635	7,624,775	7,059,365	7,075,911
School Operations Allocation <sup>5</sup>	21,382,654	21,976,188	22,391,316	22,873,784	23,333,557
School Renewal Allocation	2,956,723	2,995,059	3,018,315	3,130,148	3,163,209
Interest Expense	4,878,870	4,404,763	4,049,522	3,639,062	3,267,422
Non-Permanently Financed Capital Debt	403,127	403,127	403,127	403,127	403,127
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	285,255	-
<b>TOTAL FUNDING</b>	<b>246,656,143</b>	<b>254,733,230</b>	<b>256,325,897</b>	<b>261,896,332</b>	<b>267,397,047</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>15,151</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	14,523	14,826	15,079	15,163	15,439
Secondary	6,670	6,749	6,755	6,787	6,795
<b>TOTAL</b>	<b>21,193</b>	<b>21,574</b>	<b>21,834</b>	<b>21,950</b>	<b>22,234</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (39) St. Clair Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	47,227,781	48,238,328	46,352,202	48,288,865	49,522,481
School Foundation Grant <sup>3</sup>	7,069,068	7,166,300	7,235,376	7,071,465	7,163,597
Special Education Grant	13,211,548	13,872,430	14,295,368	14,461,130	14,825,927
Language Grant	1,509,633	1,592,792	1,708,033	1,694,466	1,753,294
Indigenous Education Grant <sup>4</sup>	226,601	162,826	142,057	142,297	65,490
Geographic Circumstances Grant	1,924,591	1,930,653	1,946,808	1,970,679	2,003,620
Learning Opportunities Grant	2,777,488	2,300,817	1,208,490	1,260,399	1,365,343
Mental Health and Well-Being Grant	188,737	192,349	199,091	402,491	522,070
Continuing Education and Other Programs Grant	136,064	141,716	128,188	169,386	172,759
Cost Adjustment and Teacher Qualifications and Experience Grant	9,614,777	9,965,278	12,552,746	9,067,658	9,984,869
Supports for Students Fund	-	-	-	1,041,772	1,041,772
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	6,386,792	6,610,220	7,028,849	7,249,858	7,360,919
Declining Enrolment Adjustment	142,752	35,790	-	237,545	59,386
School Board Administration and Governance Grant <sup>3, 5</sup>	3,718,674	4,546,517	4,549,675	3,705,099	3,701,442
School Operations Allocation <sup>5</sup>	8,949,859	9,039,887	9,237,746	9,271,142	9,504,872
School Renewal Allocation	1,524,681	1,518,174	1,522,000	1,546,810	1,556,936
Interest Expense	944,982	887,532	919,516	785,636	808,339
Non-Permanently Financed Capital Debt	198,423	198,423	198,423	198,423	198,423
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	172,839	-
<b>TOTAL FUNDING</b>	<b>105,752,451</b>	<b>108,400,032</b>	<b>109,224,568</b>	<b>109,643,826</b>	<b>112,610,933</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,251,798</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	6,185	6,136	6,209	6,123	6,228
Secondary	2,436	2,491	2,538	2,508	2,542
<b>TOTAL</b>	<b>8,620</b>	<b>8,627</b>	<b>8,747</b>	<b>8,630</b>	<b>8,770</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (32) Sudbury Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	32,033,918	32,531,334	32,533,987	34,682,907	34,986,006
School Foundation Grant <sup>3</sup>	5,084,372	5,002,192	5,227,708	5,346,587	5,371,883
Special Education Grant	10,646,625	11,266,078	12,163,289	12,519,625	12,702,574
Language Grant	1,180,025	1,262,976	2,192,846	2,397,198	2,339,649
Indigenous Education Grant <sup>4</sup>	1,431,801	1,408,665	1,641,384	1,656,984	1,551,598
Geographic Circumstances Grant	2,059,902	2,055,241	2,216,886	2,222,764	2,264,587
Learning Opportunities Grant	2,286,375	1,813,187	1,085,996	1,129,067	1,354,375
Mental Health and Well-Being Grant	134,733	135,053	143,927	366,874	479,868
Continuing Education and Other Programs Grant	262,641	307,744	282,750	273,390	275,727
Cost Adjustment and Teacher Qualifications and Experience Grant	7,805,492	8,048,732	9,732,227	8,059,438	8,217,256
Supports for Students Fund	-	-	-	763,893	763,893
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	5,844,622	5,916,456	6,287,508	6,393,658	6,393,288
Declining Enrolment Adjustment	62,905	36,799	8,732	-	323
School Board Administration and Governance Grant <sup>3, 5</sup>	3,460,711	4,276,959	4,372,167	3,555,995	3,534,748
School Operations Allocation <sup>5</sup>	6,408,832	6,489,859	6,769,773	6,909,186	6,986,627
School Renewal Allocation	1,319,693	1,318,899	1,357,450	1,397,997	1,400,005
Interest Expense	1,319,038	1,284,673	1,201,575	1,141,082	1,108,850
Non-Permanently Financed Capital Debt	13,793	13,793	13,793	13,793	13,793
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	158,228	-
<b>TOTAL FUNDING</b>	<b>81,355,478</b>	<b>83,168,640</b>	<b>87,231,998</b>	<b>89,894,529</b>	<b>90,744,443</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	3,999	4,099	4,413	4,398	4,398
Secondary	1,824	1,708	1,707	1,789	1,788
<b>TOTAL</b>	<b>5,823</b>	<b>5,806</b>	<b>6,119</b>	<b>6,187</b>	<b>6,186</b>

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- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (34B) Superior North Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	3,418,071	3,216,873	3,184,413	3,346,044	3,370,695
School Foundation Grant <sup>3</sup>	1,447,103	1,387,492	1,402,011	1,344,876	1,359,645
Special Education Grant	1,983,946	2,348,334	2,522,705	2,635,848	2,699,319
Language Grant	81,143	71,445	75,860	87,168	90,357
Indigenous Education Grant <sup>4</sup>	675,171	598,728	587,240	607,913	523,774
Geographic Circumstances Grant	2,246,676	2,143,478	2,153,199	2,042,608	2,132,300
Learning Opportunities Grant	817,629	340,016	179,200	201,859	203,120
Mental Health and Well-Being Grant	85,931	87,098	88,724	89,485	191,919
Continuing Education and Other Programs Grant	-	-	-	-	-
Cost Adjustment and Teacher Qualifications and Experience Grant	592,644	583,036	631,693	581,113	705,841
Supports for Students Fund	-	-	-	154,738	154,738
Program Leadership Grant <sup>4</sup>	-	-	-	894,702	999,392
Student Transportation Grant	496,238	518,499	536,372	555,681	558,271
Declining Enrolment Adjustment	42,986	136,127	49,894	4,514	3,653
School Board Administration and Governance Grant <sup>3, 5</sup>	2,120,995	2,914,876	2,909,777	2,078,433	2,057,595
School Operations Allocation <sup>5</sup>	2,010,362	2,044,120	2,081,988	1,922,829	1,976,951
School Renewal Allocation	772,994	773,753	773,751	750,670	744,665
Interest Expense	366,041	393,593	344,408	319,384	305,650
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	150,805	-
<b>TOTAL FUNDING</b>	<b>17,157,930</b>	<b>17,557,468</b>	<b>17,521,235</b>	<b>17,768,669</b>	<b>18,077,885</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	647	592	584	605	603
Secondary	-	-	-	-	-
<b>TOTAL</b>	<b>647</b>	<b>592</b>	<b>584</b>	<b>605</b>	<b>603</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (6B) Superior-Greenstone DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	7,127,604	7,121,641	6,443,635	6,763,927	6,986,019
School Foundation Grant <sup>3</sup>	2,436,999	2,486,511	2,537,710	2,683,235	2,708,543
Special Education Grant	3,344,961	4,087,001	3,929,456	4,178,616	4,379,524
Language Grant	163,264	148,668	143,502	136,193	146,165
Indigenous Education Grant <sup>4</sup>	597,528	615,127	657,995	661,861	605,597
Geographic Circumstances Grant	6,517,906	6,561,896	7,382,679	6,973,361	7,125,975
Learning Opportunities Grant	1,248,912	776,611	493,224	521,133	572,805
Mental Health and Well-Being Grant	85,931	87,098	88,724	303,049	408,788
Continuing Education and Other Programs Grant	25,040	18,349	31,722	83,527	83,968
Cost Adjustment and Teacher Qualifications and Experience Grant	957,075	832,802	625,520	713,023	841,968
Supports for Students Fund	-	-	-	277,276	277,276
Program Leadership Grant <sup>4</sup>	-	-	-	871,450	999,392
Student Transportation Grant	1,578,630	1,600,591	1,617,519	1,638,754	1,683,053
Declining Enrolment Adjustment	134,854	86,160	60,040	111,552	25,736
School Board Administration and Governance Grant <sup>3, 5</sup>	2,439,301	3,081,141	3,149,251	2,398,266	2,304,275
School Operations Allocation <sup>5</sup>	4,315,796	4,481,945	4,541,934	4,593,581	4,759,780
School Renewal Allocation	1,307,412	1,332,222	1,334,765	1,361,167	1,366,115
Interest Expense	537,732	532,677	470,991	438,413	472,488
Non-Permanently Financed Capital Debt	128,014	128,014	128,014	128,014	128,014
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	151,597	-
<b>TOTAL FUNDING</b>	<b>32,946,959</b>	<b>33,978,454</b>	<b>33,636,681</b>	<b>34,987,994</b>	<b>35,875,481</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	732	724	712	677	710
Secondary	550	536	520	525	521
<b>TOTAL</b>	<b>1,282</b>	<b>1,259</b>	<b>1,232</b>	<b>1,201</b>	<b>1,231</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (11) Thames Valley DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	415,109,068	431,649,304	418,889,990	436,853,334	464,510,800
School Foundation Grant <sup>3</sup>	53,887,348	55,350,877	57,168,581	57,254,082	59,516,490
Special Education Grant	105,193,701	111,461,253	115,988,966	115,734,438	122,018,954
Language Grant	20,900,449	22,672,982	24,543,577	22,548,077	25,094,796
Indigenous Education Grant <sup>4</sup>	1,099,863	1,210,349	1,292,873	1,367,884	1,565,276
Geographic Circumstances Grant	647,850	655,823	705,376	715,680	720,169
Learning Opportunities Grant	26,147,881	26,225,811	18,024,223	18,243,759	18,919,285
Mental Health and Well-Being Grant	2,328,077	2,486,400	2,543,695	3,158,286	3,526,940
Continuing Education and Other Programs Grant	3,476,575	3,448,221	3,624,209	3,320,104	3,447,829
Cost Adjustment and Teacher Qualifications and Experience Grant	79,620,979	77,844,289	92,461,262	77,821,860	83,050,764
Supports for Students Fund	-	-	-	7,565,985	7,565,985
Program Leadership Grant <sup>4</sup>	-	-	-	998,303	1,091,691
Student Transportation Grant	38,155,277	40,303,284	47,219,012	47,981,422	50,441,981
Declining Enrolment Adjustment	-	-	-	2,409,478	602,369
School Board Administration and Governance Grant <sup>3, 5</sup>	20,060,059	21,458,962	21,729,266	20,942,069	21,484,418
School Operations Allocation <sup>5</sup>	76,425,620	78,909,028	81,013,225	81,413,577	85,849,011
School Renewal Allocation	12,635,742	12,875,034	13,073,270	13,376,438	13,898,298
Interest Expense	8,619,215	7,716,353	7,410,475	7,201,739	6,871,615
Non-Permanently Financed Capital Debt	7,976,457	7,976,457	7,976,457	7,976,457	7,976,457
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	758,641	-
<b>TOTAL FUNDING</b>	<b>872,284,161</b>	<b>902,244,427</b>	<b>913,664,457</b>	<b>927,641,611</b>	<b>978,153,125</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>25,604,399</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	53,860	55,147	56,575	55,269	58,488
Secondary	21,871	22,023	22,262	22,769	23,576
<b>TOTAL</b>	<b>75,731</b>	<b>77,170</b>	<b>78,837</b>	<b>78,038</b>	<b>82,064</b>

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- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (34A) Thunder Bay Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	40,998,977	41,420,369	39,032,231	39,703,177	39,369,221
School Foundation Grant <sup>3</sup>	5,662,944	5,727,382	5,807,088	5,790,580	5,763,256
Special Education Grant	15,162,811	15,984,372	15,665,235	17,599,191	17,884,888
Language Grant	1,300,566	1,308,367	1,406,711	1,350,447	1,395,189
Indigenous Education Grant <sup>4</sup>	1,684,632	2,191,374	2,231,094	2,284,284	2,372,178
Geographic Circumstances Grant	3,865,139	3,870,794	3,943,306	3,893,979	3,883,173
Learning Opportunities Grant	2,402,076	1,936,237	963,774	979,003	1,079,221
Mental Health and Well-Being Grant	141,102	141,708	143,627	343,961	455,175
Continuing Education and Other Programs Grant	79,809	75,897	82,649	56,998	57,004
Cost Adjustment and Teacher Qualifications and Experience Grant	10,628,190	10,893,149	12,899,006	10,515,323	10,980,372
Supports for Students Fund	-	-	-	960,732	960,732
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	5,277,880	5,478,840	5,598,365	5,676,210	5,683,610
Declining Enrolment Adjustment	282,149	274,983	199,549	791,113	531,182
School Board Administration and Governance Grant <sup>3, 5</sup>	3,885,156	4,682,099	4,664,864	3,763,526	3,669,122
School Operations Allocation <sup>5</sup>	7,286,002	7,315,495	7,352,808	7,177,764	7,186,903
School Renewal Allocation	1,675,981	1,659,000	1,655,841	1,647,271	1,623,236
Interest Expense	1,037,543	983,413	912,631	847,667	802,008
Non-Permanently Financed Capital Debt	521,809	521,809	521,809	521,809	521,809
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	159,992	-
<b>TOTAL FUNDING</b>	<b>101,892,766</b>	<b>104,465,288</b>	<b>103,080,588</b>	<b>104,968,891</b>	<b>105,217,672</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,708,989</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	5,326	5,331	5,235	5,042	4,943
Secondary	2,147	2,077	2,126	2,066	2,045
<b>TOTAL</b>	<b>7,473</b>	<b>7,408</b>	<b>7,361</b>	<b>7,108</b>	<b>6,988</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (40) Toronto Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	490,757,081	505,375,245	476,759,899	492,385,553	499,537,891
School Foundation Grant <sup>3</sup>	64,424,031	65,777,836	66,830,499	65,974,245	66,455,922
Special Education Grant	120,521,132	125,753,368	127,343,553	125,317,020	126,355,494
Language Grant	40,247,664	45,234,959	45,273,003	42,332,085	46,078,024
Indigenous Education Grant <sup>4</sup>	4,376,374	3,937,804	3,979,181	3,900,733	3,981,940
Geographic Circumstances Grant	-	-	-	-	-
Learning Opportunities Grant	59,460,296	60,517,240	49,765,433	49,966,866	51,033,649
Mental Health and Well-Being Grant	2,819,800	2,825,814	2,852,089	3,592,111	3,854,043
Continuing Education and Other Programs Grant	15,728,132	10,964,773	10,922,238	12,489,118	12,676,284
Cost Adjustment and Teacher Qualifications and Experience Grant	108,909,082	112,211,572	127,140,458	101,483,070	107,810,524
Supports for Students Fund	-	-	-	9,062,055	9,062,055
Program Leadership Grant <sup>4</sup>	-	-	-	998,303	1,091,691
Student Transportation Grant	24,848,669	26,049,592	32,526,164	33,179,519	33,343,850
Declining Enrolment Adjustment	515,874	125,477	1,478,035	6,498,680	1,624,670
School Board Administration and Governance Grant <sup>3, 5</sup>	23,225,859	24,442,415	24,292,545	23,470,490	23,251,900
School Operations Allocation <sup>5</sup>	89,480,479	91,396,306	90,905,557	90,193,685	91,183,396
School Renewal Allocation	16,974,173	17,059,592	16,884,355	17,142,224	17,173,994
Interest Expense	15,024,680	14,229,728	13,343,327	12,224,459	11,481,363
Non-Permanently Financed Capital Debt	3,764,568	3,764,568	3,764,568	3,764,568	3,764,568
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	841,232	-
<b>TOTAL FUNDING</b>	<b>1,081,077,894</b>	<b>1,109,666,289</b>	<b>1,094,060,904</b>	<b>1,094,816,016</b>	<b>1,109,761,258</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>23,164,417</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	61,582	62,675	62,828	61,023	61,297
Secondary	27,774	27,508	27,095	26,801	27,000
<b>TOTAL</b>	<b>89,355</b>	<b>90,183</b>	<b>89,923</b>	<b>87,824</b>	<b>88,296</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (12) Toronto DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	1,333,517,999	1,359,974,883	1,295,568,798	1,336,764,737	1,358,043,661
School Foundation Grant <sup>3</sup>	174,258,102	176,045,122	179,637,215	177,831,448	179,288,455
Special Education Grant	330,061,067	339,112,068	344,692,875	343,817,476	346,706,117
Language Grant	107,263,306	114,678,048	119,456,465	105,793,676	121,066,795
Indigenous Education Grant <sup>4</sup>	5,357,570	5,147,768	5,011,006	5,279,048	5,542,258
Geographic Circumstances Grant	-	-	-	-	-
Learning Opportunities Grant	176,041,784	178,009,294	152,469,155	154,441,553	157,405,909
Mental Health and Well-Being Grant	7,892,815	8,056,669	8,157,252	9,802,442	10,341,990
Continuing Education and Other Programs Grant	26,519,824	25,310,178	28,901,792	27,054,868	27,674,811
Cost Adjustment and Teacher Qualifications and Experience Grant	315,165,903	313,176,747	371,999,415	304,294,564	314,061,285
Supports for Students Fund	-	-	-	23,923,094	23,923,094
Program Leadership Grant <sup>4</sup>	-	-	-	1,645,377	1,737,778
Student Transportation Grant	52,167,006	54,283,222	62,143,380	63,455,172	63,829,659
Declining Enrolment Adjustment	-	904,584	225,468	15,242,823	3,810,706
School Board Administration and Governance Grant <sup>3, 5</sup>	60,837,061	63,320,407	62,888,733	61,330,468	61,266,686
School Operations Allocation <sup>5</sup>	271,001,152	274,576,703	276,148,042	274,091,834	277,761,763
School Renewal Allocation	47,115,706	47,071,365	47,154,819	47,621,585	47,853,082
Interest Expense	24,189,800	22,619,757	20,625,068	15,885,181	16,501,170
Non-Permanently Financed Capital Debt	20,498,586	20,498,586	20,498,586	20,498,586	20,498,586
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	2,108,994	-
<b>TOTAL FUNDING</b>	<b>2,951,887,681</b>	<b>3,002,785,401</b>	<b>2,995,578,069</b>	<b>2,990,882,927</b>	<b>3,037,313,804</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>45,056,292</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	172,691	173,162	173,901	169,241	169,446
Secondary	69,757	69,268	69,330	68,792	70,133
<b>TOTAL</b>	<b>242,448</b>	<b>242,430</b>	<b>243,231</b>	<b>238,033</b>	<b>239,579</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
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## Projected Grants for Student Needs for the 2021-22 School Year

### (15) Trillium Lakelands DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	88,937,401	90,379,499	86,010,650	90,054,303	87,588,541
School Foundation Grant <sup>3</sup>	12,732,993	13,096,839	13,441,869	13,617,519	13,367,071
Special Education Grant	24,506,643	25,299,456	26,471,560	26,706,406	26,319,689
Language Grant	2,462,373	2,495,038	2,437,138	2,446,574	2,427,369
Indigenous Education Grant <sup>4</sup>	412,341	322,476	285,110	247,035	148,340
Geographic Circumstances Grant	3,524,520	3,582,450	3,485,757	3,579,305	3,737,975
Learning Opportunities Grant	5,362,260	4,961,375	2,880,945	2,927,753	3,123,617
Mental Health and Well-Being Grant	396,979	399,800	410,012	697,263	791,347
Continuing Education and Other Programs Grant	1,022,850	939,759	866,392	805,069	752,579
Cost Adjustment and Teacher Qualifications and Experience Grant	19,539,944	15,971,280	21,240,527	17,583,672	18,762,653
Supports for Students Fund	-	-	-	1,906,203	1,906,203
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	14,629,079	15,137,341	15,355,584	15,609,856	15,625,026
Declining Enrolment Adjustment	128,525	125,904	36,602	527,408	1,123,104
School Board Administration and Governance Grant <sup>3, 5</sup>	5,868,134	6,711,230	6,627,322	5,816,476	5,555,817
School Operations Allocation <sup>5</sup>	17,718,259	17,971,438	19,762,760	19,824,841	19,939,664
School Renewal Allocation	3,160,194	3,172,228	3,409,555	3,423,303	3,432,235
Interest Expense	1,084,849	1,036,347	995,889	957,493	905,390
Non-Permanently Financed Capital Debt	586,743	586,743	586,743	586,743	586,743
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	235,489	-
<b>TOTAL FUNDING</b>	<b>202,074,087</b>	<b>202,189,203</b>	<b>204,304,415</b>	<b>208,458,575</b>	<b>207,092,754</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	10,993	11,050	11,187	11,112	11,050
Secondary	5,171	5,062	5,050	4,941	4,449
<b>TOTAL</b>	<b>16,164</b>	<b>16,112</b>	<b>16,237</b>	<b>16,053</b>	<b>15,499</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (26) Upper Canada DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	142,113,866	144,510,810	136,715,475	142,818,895	144,223,005
School Foundation Grant <sup>3</sup>	23,807,050	24,141,965	24,620,930	24,564,410	24,689,523
Special Education Grant	38,800,562	40,277,858	43,967,410	44,177,349	44,302,204
Language Grant	5,994,718	6,236,310	6,546,727	6,424,990	6,535,351
Indigenous Education Grant <sup>4</sup>	4,145,759	4,585,308	5,326,280	5,099,880	5,427,996
Geographic Circumstances Grant	2,641,534	2,619,731	2,727,049	2,733,278	2,764,064
Learning Opportunities Grant	8,285,443	8,002,763	4,450,201	4,486,358	5,183,600
Mental Health and Well-Being Grant	601,564	607,334	619,169	1,105,014	1,259,681
Continuing Education and Other Programs Grant	2,114,239	2,141,494	2,568,988	1,618,837	1,659,103
Cost Adjustment and Teacher Qualifications and Experience Grant	29,928,208	28,928,417	37,199,827	27,880,565	29,203,229
Supports for Students Fund	-	-	-	3,082,317	3,082,317
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	25,650,611	26,565,845	32,224,348	32,813,504	32,845,921
Declining Enrolment Adjustment	480,402	312,329	57,182	1,188,902	297,226
School Board Administration and Governance Grant <sup>3, 5</sup>	8,405,658	9,318,627	9,185,743	8,437,956	8,203,808
School Operations Allocation <sup>5</sup>	32,570,784	33,015,586	32,068,842	32,520,744	32,902,633
School Renewal Allocation	7,150,338	7,146,861	6,986,837	7,135,598	7,158,516
Interest Expense	3,740,877	3,500,744	3,339,075	3,165,791	2,996,289
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	314,926	-
<b>TOTAL FUNDING</b>	<b>336,431,613</b>	<b>341,911,982</b>	<b>348,604,083</b>	<b>350,475,177</b>	<b>353,733,859</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5,069,484</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	17,880	17,863	17,913	17,598	17,448
Secondary	8,004	7,935	7,911	7,868	8,047
<b>TOTAL</b>	<b>25,884</b>	<b>25,798</b>	<b>25,824</b>	<b>25,465</b>	<b>25,495</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (18) Upper Grand DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	186,198,124	192,502,803	182,838,479	192,852,337	199,091,677
School Foundation Grant <sup>3</sup>	24,259,240	24,811,042	25,291,757	25,458,081	25,971,181
Special Education Grant	50,257,482	51,768,829	52,810,446	53,775,101	55,223,874
Language Grant	7,274,439	7,746,551	8,003,418	7,632,731	8,080,323
Indigenous Education Grant <sup>4</sup>	1,094,759	1,141,454	1,210,043	1,099,823	1,055,865
Geographic Circumstances Grant	523,404	530,641	552,086	572,441	579,321
Learning Opportunities Grant	8,152,602	7,810,367	4,141,614	4,179,456	5,133,612
Mental Health and Well-Being Grant	611,050	627,696	641,881	1,002,638	1,177,283
Continuing Education and Other Programs Grant	941,067	1,217,555	1,178,737	1,045,772	1,069,152
Cost Adjustment and Teacher Qualifications and Experience Grant	36,472,362	37,145,682	48,529,768	35,733,142	37,972,056
Supports for Students Fund	-	-	-	3,365,048	3,365,048
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	17,161,245	18,047,681	20,189,072	20,230,717	20,721,303
Declining Enrolment Adjustment	-	-	-	357,118	89,279
School Board Administration and Governance Grant <sup>3, 5</sup>	9,805,191	10,810,134	10,716,297	10,071,188	10,183,243
School Operations Allocation <sup>5</sup>	33,659,446	34,608,750	35,193,457	35,329,502	36,291,038
School Renewal Allocation	5,938,910	5,999,339	6,020,364	6,147,324	6,241,332
Interest Expense	7,440,197	7,058,913	6,773,414	6,473,632	6,230,635
Non-Permanently Financed Capital Debt	847,600	847,600	847,600	847,600	847,600
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	389,709	-
<b>TOTAL FUNDING</b>	<b>390,637,118</b>	<b>402,675,037</b>	<b>404,938,433</b>	<b>407,469,225</b>	<b>420,323,214</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8,687,708</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	23,378	23,741	23,972	23,654	24,296
Secondary	10,444	10,545	10,468	10,671	10,826
<b>TOTAL</b>	<b>33,823</b>	<b>34,286</b>	<b>34,440</b>	<b>34,326</b>	<b>35,122</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (49) Waterloo Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	121,317,397	128,340,093	126,255,537	133,280,200	141,687,266
School Foundation Grant <sup>3</sup>	15,467,158	15,999,557	16,675,240	16,873,836	17,596,873
Special Education Grant	29,872,064	32,268,378	33,927,617	34,290,279	36,301,022
Language Grant	5,770,066	7,286,418	8,112,943	7,388,611	7,841,348
Indigenous Education Grant <sup>4</sup>	431,127	381,253	388,579	404,525	346,496
Geographic Circumstances Grant	42,324	43,320	60,781	80,367	90,833
Learning Opportunities Grant	5,999,487	5,785,668	2,903,557	2,913,808	3,524,413
Mental Health and Well-Being Grant	390,777	409,983	432,590	698,884	864,054
Continuing Education and Other Programs Grant	3,225,281	3,259,649	3,517,866	3,443,823	3,612,210
Cost Adjustment and Teacher Qualifications and Experience Grant	25,996,299	26,450,184	31,035,935	25,051,921	26,676,516
Supports for Students Fund	-	-	-	2,128,858	2,128,858
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	6,808,306	7,068,727	7,124,491	7,249,424	7,627,392
Declining Enrolment Adjustment	-	-	-	-	-
School Board Administration and Governance Grant <sup>3, 5</sup>	7,081,497	8,092,638	8,168,348	7,404,495	7,608,425
School Operations Allocation <sup>5</sup>	21,758,624	22,884,459	23,858,717	24,278,783	25,744,112
School Renewal Allocation	3,533,143	3,649,008	3,745,453	3,874,171	4,030,931
Interest Expense	3,805,263	3,333,376	2,954,975	2,705,327	2,300,968
Non-Permanently Financed Capital Debt	397,975	397,975	397,975	397,975	397,975
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	300,433	-
<b>TOTAL FUNDING</b>	<b>251,896,788</b>	<b>265,650,686</b>	<b>269,560,604</b>	<b>273,671,583</b>	<b>289,379,085</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8,793,264</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	15,763	16,367	16,913	16,725	17,627
Secondary	6,371	6,559	6,830	7,023	7,386
<b>TOTAL</b>	<b>22,134</b>	<b>22,926</b>	<b>23,743</b>	<b>23,748</b>	<b>25,013</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (24) Waterloo Region DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	346,269,224	357,999,995	341,962,561	359,447,261	365,426,300
School Foundation Grant <sup>3</sup>	42,768,064	43,777,157	44,866,593	45,125,813	45,511,048
Special Education Grant	85,525,831	89,250,003	91,506,556	91,911,586	92,789,419
Language Grant	18,957,179	20,857,579	21,921,991	20,802,075	21,426,923
Indigenous Education Grant <sup>4</sup>	1,137,983	960,723	957,477	1,041,027	983,137
Geographic Circumstances Grant	42,508	42,411	58,905	59,999	60,639
Learning Opportunities Grant	14,092,651	13,780,924	7,624,103	7,457,680	8,110,295
Mental Health and Well-Being Grant	1,293,592	1,321,688	1,352,256	1,868,521	2,085,115
Continuing Education and Other Programs Grant	1,487,239	1,356,377	1,815,471	1,583,998	1,624,313
Cost Adjustment and Teacher Qualifications and Experience Grant	69,314,396	69,474,781	91,042,675	70,241,958	73,107,447
Supports for Students Fund	-	-	-	6,099,255	6,099,255
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	16,672,631	17,498,289	18,286,007	18,592,290	18,739,965
Declining Enrolment Adjustment	-	-	-	1,326,316	331,579
School Board Administration and Governance Grant <sup>3, 5</sup>	17,235,158	18,339,965	18,320,462	17,612,391	17,654,275
School Operations Allocation <sup>5</sup>	60,126,707	61,805,890	63,267,717	63,511,026	64,558,747
School Renewal Allocation	9,826,835	9,945,533	10,031,620	10,248,105	10,332,175
Interest Expense	7,373,778	6,905,427	6,394,850	5,989,250	5,064,824
Non-Permanently Financed Capital Debt	104,872	104,872	104,872	104,872	104,872
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	641,078	-
<b>TOTAL FUNDING</b>	<b>692,228,648</b>	<b>713,421,614</b>	<b>719,514,116</b>	<b>724,570,364</b>	<b>735,009,721</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>9,329,040</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	44,163	44,694	45,211	44,316	44,208
Secondary	18,948	19,216	19,276	19,793	20,325
<b>TOTAL</b>	<b>63,111</b>	<b>63,909</b>	<b>64,487</b>	<b>64,109</b>	<b>64,532</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (48) Wellington Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	42,861,322	44,479,709	42,469,691	44,358,266	45,982,962
School Foundation Grant <sup>3</sup>	6,015,764	6,143,423	6,278,609	6,352,648	6,479,319
Special Education Grant	11,693,073	12,524,987	12,942,152	13,123,986	13,473,293
Language Grant	1,892,471	2,205,874	2,441,941	2,372,379	2,495,927
Indigenous Education Grant <sup>4</sup>	387,755	361,682	542,308	582,527	567,668
Geographic Circumstances Grant	1,476,063	1,499,586	1,525,020	1,545,307	1,569,158
Learning Opportunities Grant	2,106,348	1,633,943	715,898	750,048	857,958
Mental Health and Well-Being Grant	144,901	148,285	151,586	370,465	489,798
Continuing Education and Other Programs Grant	298,158	323,600	299,007	155,078	161,467
Cost Adjustment and Teacher Qualifications and Experience Grant	9,444,325	9,779,652	12,241,485	9,000,844	9,530,623
Supports for Students Fund	-	-	-	888,594	888,594
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	3,798,143	3,989,336	4,410,284	4,486,226	4,605,782
Declining Enrolment Adjustment	6,917	10,674	-	184,903	46,226
School Board Administration and Governance Grant <sup>3, 5</sup>	3,449,548	4,247,291	4,292,156	3,466,098	3,479,866
School Operations Allocation <sup>5</sup>	7,416,901	7,626,199	7,800,641	7,810,009	8,146,075
School Renewal Allocation	1,184,813	1,199,186	1,203,399	1,221,344	1,245,640
Interest Expense	2,835,454	2,561,363	2,362,245	2,151,579	1,946,235
Non-Permanently Financed Capital Debt	-	-	-	-	-
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	166,925	-
<b>TOTAL FUNDING</b>	<b>95,011,956</b>	<b>98,734,790</b>	<b>99,676,422</b>	<b>99,893,090</b>	<b>102,965,982</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,469,056</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	5,530	5,676	5,738	5,754	5,879
Secondary	2,318	2,282	2,263	2,176	2,250
<b>TOTAL</b>	<b>7,848</b>	<b>7,958</b>	<b>8,001</b>	<b>7,930</b>	<b>8,129</b>

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- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (37) Windsor-Essex Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	110,100,090	113,629,416	108,137,661	113,123,199	113,796,528
School Foundation Grant <sup>3</sup>	14,361,475	14,773,603	15,241,600	15,181,530	15,201,813
Special Education Grant	26,216,705	27,922,474	28,682,280	28,582,407	28,698,822
Language Grant	5,460,454	6,430,908	7,350,989	6,600,469	7,496,174
Indigenous Education Grant <sup>4</sup>	523,509	416,050	407,624	437,721	376,124
Geographic Circumstances Grant	139,990	141,941	139,246	163,177	132,654
Learning Opportunities Grant	6,593,993	6,197,601	3,991,949	4,054,914	4,423,495
Mental Health and Well-Being Grant	643,823	679,420	691,974	992,393	1,127,349
Continuing Education and Other Programs Grant	917,283	1,107,995	1,624,501	1,236,352	1,239,440
Cost Adjustment and Teacher Qualifications and Experience Grant	27,939,302	27,967,254	31,007,251	25,429,770	25,298,852
Supports for Students Fund	-	-	-	2,051,485	2,051,485
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	7,861,571	8,231,554	9,298,227	9,463,688	9,463,688
Declining Enrolment Adjustment	380,640	64,334	-	996,162	395,882
School Board Administration and Governance Grant <sup>3, 5</sup>	6,320,404	7,201,364	7,215,425	6,372,702	6,250,824
School Operations Allocation <sup>5</sup>	19,788,309	20,332,951	20,882,287	21,004,317	21,354,043
School Renewal Allocation	3,378,379	3,422,092	3,465,920	3,501,636	3,493,433
Interest Expense	6,565,357	6,146,036	5,765,924	5,365,730	5,008,731
Non-Permanently Financed Capital Debt	1,612,745	1,612,745	1,612,745	1,612,745	1,612,745
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	270,058	-
<b>TOTAL FUNDING</b>	<b>238,804,029</b>	<b>246,277,738</b>	<b>245,515,603</b>	<b>247,346,318</b>	<b>248,421,475</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,200,379</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	13,124	13,359	13,435	13,100	13,090
Secondary	6,919	6,899	7,086	7,050	7,000
<b>TOTAL</b>	<b>20,043</b>	<b>20,258</b>	<b>20,521</b>	<b>20,149</b>	<b>20,090</b>

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- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (42) York Catholic DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	290,869,010	293,282,941	273,781,325	286,802,439	287,366,535
School Foundation Grant <sup>3</sup>	36,346,175	36,337,311	36,848,484	36,719,901	36,693,073
Special Education Grant	69,201,182	70,624,469	71,678,165	71,376,060	71,241,399
Language Grant	12,443,000	13,795,248	14,692,137	14,056,043	14,803,153
Indigenous Education Grant <sup>4</sup>	2,173,014	2,226,606	2,115,919	2,116,416	2,149,615
Geographic Circumstances Grant	95,290	97,257	95,480	101,895	106,792
Learning Opportunities Grant	12,322,962	12,059,443	6,646,638	6,638,604	7,233,745
Mental Health and Well-Being Grant	911,895	914,750	927,462	1,396,135	1,580,376
Continuing Education and Other Programs Grant	3,851,363	4,493,015	4,608,284	4,702,144	4,826,744
Cost Adjustment and Teacher Qualifications and Experience Grant	55,979,972	58,193,493	74,858,521	57,674,102	57,870,844
Supports for Students Fund	-	-	-	5,268,773	5,268,773
Program Leadership Grant <sup>4</sup>	-	-	-	905,864	999,392
Student Transportation Grant	17,366,127	17,987,985	19,198,076	18,903,525	18,941,635
Declining Enrolment Adjustment	3,189,297	2,414,759	1,310,929	2,543,635	1,577,114
School Board Administration and Governance Grant <sup>3, 5</sup>	16,351,013	17,461,697	16,960,678	16,225,635	15,981,277
School Operations Allocation <sup>5</sup>	51,248,251	51,564,528	52,007,278	51,736,375	52,208,769
School Renewal Allocation	6,966,030	6,907,789	6,875,214	6,961,869	6,954,131
Interest Expense	17,974,831	16,634,263	15,218,033	13,719,218	12,479,540
Non-Permanently Financed Capital Debt	224,087	224,087	224,087	224,087	224,087
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	533,364	-
<b>TOTAL FUNDING</b>	<b>597,513,499</b>	<b>605,219,641</b>	<b>598,046,710</b>	<b>598,606,083</b>	<b>598,506,995</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,216,847</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	35,626	34,926	34,537	33,465	32,599
Secondary	17,508	17,571	17,641	17,882	18,401
<b>TOTAL</b>	<b>53,133</b>	<b>52,496</b>	<b>52,178</b>	<b>51,346</b>	<b>51,000</b>

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

- Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
- The Provincial Total page includes some amounts that have not yet been allocated on a board-by-board basis. Amounts that have not yet been allocated to specific grants are shown on the Unallocated amounts line.
- The Parent Engagement Funding Allocation was moved from the School Board Administration and Governance Grant into the School Foundation Grant.
- Starting in 2021-22, the Indigenous Education Lead position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the Per Pupil Allocation of the Indigenous Education Grant.
- Funding to support the Capital Planning Capacity (CPC) Program and the Non-Instructional Spaces Amount was moved from the School Board Administration and Governance Grant into the School Operations Allocation.
- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

## Projected Grants for Student Needs for the 2021-22 School Year

### (16) York Region DSB

Grants for Operating and Other Purposes <sup>1</sup>	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates <sup>2</sup>	2021-22 Projections <sup>2</sup>
Pupil Foundation Grant	667,967,523	695,030,170	666,667,300	697,785,594	700,007,916
School Foundation Grant <sup>3</sup>	81,145,487	83,587,883	86,337,296	86,261,378	86,261,343
Special Education Grant	158,342,307	166,483,575	177,014,265	178,149,710	178,146,291
Language Grant	38,559,296	44,235,990	49,362,971	46,713,395	50,181,522
Indigenous Education Grant <sup>4</sup>	875,710	1,008,637	1,086,511	1,189,234	1,155,380
Geographic Circumstances Grant	56,574	60,105	38,823	39,697	41,538
Learning Opportunities Grant	31,931,640	32,174,986	20,150,239	19,424,826	20,471,125
Mental Health and Well-Being Grant	2,066,250	2,135,677	2,208,422	3,021,719	3,322,608
Continuing Education and Other Programs Grant	7,560,637	7,882,986	7,401,846	5,043,067	5,158,861
Cost Adjustment and Teacher Qualifications and Experience Grant	131,656,270	135,019,765	175,598,610	132,959,706	149,485,153
Supports for Students Fund	-	-	-	11,698,891	11,588,371
Program Leadership Grant <sup>4</sup>	-	-	-	964,766	1,183,989
Student Transportation Grant	38,456,066	40,535,442	42,477,543	43,197,248	43,293,078
Declining Enrolment Adjustment	-	-	-	4,391,589	2,903,623
School Board Administration and Governance Grant <sup>3, 5</sup>	30,837,769	32,671,031	32,818,651	31,739,712	31,613,115
School Operations Allocation <sup>5</sup>	118,591,933	122,829,540	126,132,293	125,823,807	126,548,879
School Renewal Allocation	16,971,929	17,309,738	17,546,915	17,852,572	17,752,816
Interest Expense	40,702,067	38,738,865	36,670,066	34,527,579	32,286,142
Non-Permanently Financed Capital Debt	851,827	851,827	851,827	851,827	851,827
Support for COVID-19 Outbreak Allocation <sup>6</sup>	-	-	-	1,153,974	-
<b>TOTAL FUNDING</b>	<b>1,366,573,285</b>	<b>1,420,556,217</b>	<b>1,442,363,578</b>	<b>1,442,790,290</b>	<b>1,462,253,577</b>
<b>Funding Stabilization Allocation <sup>7</sup></b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>48,658,471</b>	<b>-</b>

Average Daily Enrolment of Pupils of the Board	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Revised Estimates	2021-22 Projections
Elementary	84,592	86,079	87,422	85,937	84,815
Secondary	37,550	38,433	38,946	38,941	39,498
<b>TOTAL</b>	<b>122,142</b>	<b>124,512</b>	<b>126,369</b>	<b>124,878</b>	<b>124,313</b>

Notes: Totals may not add due to rounding. Actuals as reported in school board financial statements.

- Funding through these allocations across years is not always comparable because of grant realignments and the introduction, elimination and consolidation of various grants.
- The Provincial Total page includes some amounts that have not yet been allocated on a board-by-board basis. Amounts that have not yet been allocated to specific grants are shown on the Unallocated amounts line.
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- COVID supports for 2020-21 for mental health and technology have been integrated into the GSN grants starting in 2021-22.
- One-time stabilization funding for the 2020-21 school year has been introduced to help mitigate unexpected enrolment decline as a result of the COVID-19 pandemic.

# **Education Funding**

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# Introduction

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## Purpose

This paper contains an overview and details of the grant formulas and other criteria for education funding through the Grants for Student Needs (GSN) that are used to calculate school boards' 2021–22 allocations for budgeting and financial reporting purposes.

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

The information included in this document is provided for information purposes only and is not binding. It is anticipated that the funding regulations for the 2021–2022 fiscal year would be entitled: *Grants for Student Needs – Legislative Grants for the 2021–2022 School Board Fiscal Year*, hereinafter referred to as the GSN regulation; *Calculation of Average Daily Enrolment for the 2021–2022 School Board Fiscal Year*; and *Calculation of Fees for Pupils for the 2021–2022 School Board Fiscal Year*. If there are discrepancies between this paper and the regulations made under the *Education Act*, the regulations prevail.

## Key Changes for 2021-22

For an overview of the key changes in education funding, please refer to the 2021:B08 – *2021–22 Grants for Student Needs Funding* memo that was released to the sector on May 4, 2021.

Additional details can be found in the relevant sections of this paper.

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## Education Funding Grants

The current funding system for education is intended to:

- provide a fair allocation for all students, wherever they live in Ontario;
- operate in a fair and non-discriminatory manner as between the public and Catholic school boards in both the English-language and French-language systems;
- provide funding to maintain schools and to build new schools where they are needed;
- allow school boards some flexibility to decide how funds will be allocated to programs and supports, and among schools;
- restrict how school boards spend money in some specific areas (e.g. to protect funding for capital and special education, and limit spending on school board administration); and
- promote school board accountability by ensuring that school boards report consistently and publicly on how they spend their allocations.

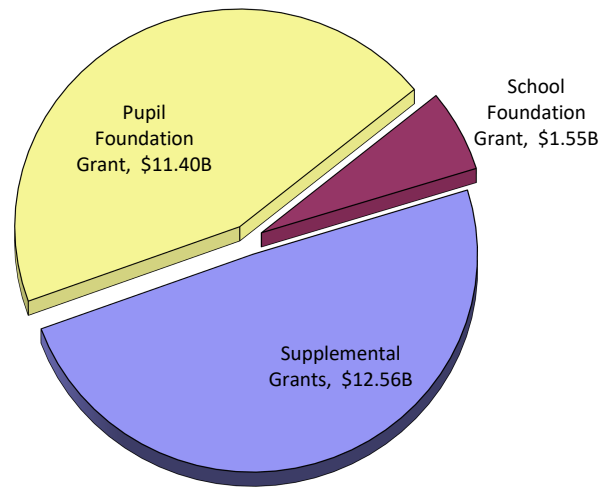
Education funding through the GSN consists of a Pupil Foundation Grant, a School Foundation Grant, and 15 supplemental grants.

Grant Grouping	Component	Projected Funding
<b>PUPIL FOUNDATION GRANT</b>	Classroom staffing	\$11,401.8M
	Educational assistants	
	Library services	
	Guidance services, including Supporting Students in Career Counselling, Student Mental Health and Well-Being	
	Professional and para-professional supports	
	Classroom consultants	
	Textbooks and learning materials	
	Additional educational software licensing	
	Classroom supplies	
	Classroom computers	
	Student Technological Devices	
<b>SCHOOL FOUNDATION GRANT</b>	In-school Administration and Leadership	\$ 1,551.1M
	Library Staff	
	Parent Engagement Allocation	
<b>SUPPLEMENTAL GRANTS</b>	1. Special Education Grant	\$3,211.1M
	2. Language Grant	\$900.7M
	3. Indigenous Education Grant	\$96.7M
	4. Geographic Circumstances Grant	\$216.4M
	5. Learning Opportunities Grant	\$550.5M
	6. Mental Health and Well-Being Grant	\$86.3M
	7. Continuing Education and Other Programs Grant	\$166.3M
	8. Cost Adjustment and Teacher Qualifications and Experience Grant	\$2,382.6M
	9. Supports for Students Fund	\$212.7M
	10. Program Leadership Grant	\$73.9M
	11. Student Transportation Grant	\$1,077.6M
	12. Declining Enrolment Adjustment	\$27.6M
	13. School Board Administration and Governance Grant	\$626.3M
	14. School Facility Operations and Renewal Grant	\$2,572.6M
	15. Debt Service Support	\$355.2M
<b>TOTAL</b>		<b>\$25,595.8M<sup>1</sup></b>

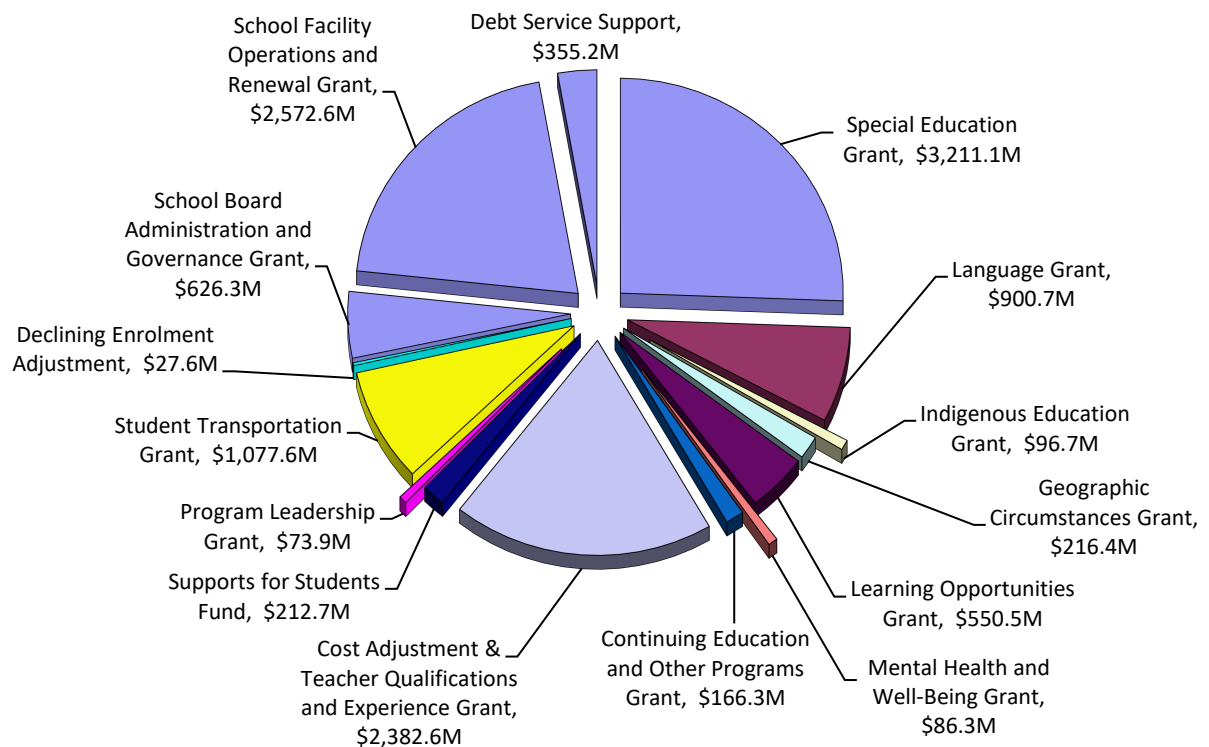
<sup>1</sup> Total includes \$46.6 million for school authorities and \$39.7 million for amounts not yet allocated. Totals within each component in this document may not add due to rounding.

## 2021–22 Projected Grant Allocations

Total: \$25.60B.<sup>1</sup>



### Supplemental Grants



<sup>1</sup> School authorities funding (\$46.6 million) and amounts not yet allocated to specific grants (\$39.7 million) are included in the total, but not in the pie chart.

# Pupil Foundation Grant

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The Pupil Foundation Grant is a per-pupil allocation that supports the elements of a classroom education that are required by, and generally common to, all students.

The Pupil Foundation Grant comprises five allocations:

- Kindergarten (JK/SK) Pupil Foundation Allocation
- Primary (Grades 1 to 3) Pupil Foundation Allocation
- Junior and Intermediate (Grades 4 to 8) Pupil Foundation Allocation
- Intermediate (Grades 7 and 8) Supplementary Pupil Foundation Allocation
- Secondary (Grades 9 to 12) Pupil Foundation Allocation

The Pupil Foundation Grant is projected to be \$11.40 billion in 2021–22.

## **New in 2021–22**

### ***Additional Educational Software Licensing***

The Additional Educational Software Licensing per-pupil amount is being increased to \$0.84 as the ministry's last term-limited licences for digital learning tools expire. The minimum amount within the Additional Educational Software Licensing Top-Up Allocation of the Geographic Circumstances Grant is also increasing to reflect the additional available funds.

### ***Differentiated Funding for Online Learning***

Starting in 2021–22, the ministry is changing the funding methodology for online courses by adjusting benchmark funding for classroom teacher staffing through the Secondary Pupil Foundation Allocation and related grants based on a differentiated funded average class size for online and in-person learning.

Based on the average class size of 30 for online learning, the secondary benchmark will use a funded average credit load of 7.5 credits per pupil split between online learning (approximately 0.081) and in-person learning (approximately 7.419).

Under this new approach, the Online Learning Adjustment in the Cost Adjustment and Teacher Qualifications and Experience Grant will be eliminated.

### ***Library Staffing***

The ministry is introducing additional requirements to enhance reporting for library staffing funding to get greater insight into how school boards are funding libraries and

related supports. Further details can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

### ***Student Technological Devices***

As part of the realignment of supports for COVID-19 in 2021–22, the ministry is integrating the \$14.9 million to support technology-related costs into a combination of the Pupil Foundation Grant and Geographic Circumstances Grant. This continued funding will help to replace some devices that may be out-of-date and support the procurement of additional student devices.

In addition to funding available in the Classroom Computers component, the ministry is providing a per-pupil amount (\$7.11) through the new Student Technological Devices component for students in Kindergarten to Grade 12 to support technology-related costs. This amount will be supplemented with a top-up allocation within the Geographic Circumstances Grant to ensure that every school board receives a minimum of \$50,000.

As this funding will be provided through the Pupil Foundation Grant and Geographic Circumstances Grant, the COVID-19 Technology-Related Costs Allocation has been eliminated.

## **Pupil Foundation Grant Components**

### **CLASSROOM STAFFING**

#### **Classroom Teachers**

Salaries and benefits for classroom teachers to support funded average class sizes.

For elementary, funded average class sizes vary between Kindergarten (JK/SK), primary (Grades 1 to 3), and junior/intermediate (Grades 4 to 8).

For secondary, funding for classroom teachers is differentiated between online learning and in-person learning, reflecting different funded average class sizes (30:1 for online learning and 23:1 for in-person learning). The total benchmark funded average credit load per pupil is 7.5 split between online learning (approximately 0.081) and in-person learning (approximately 7.419). The online learning credit load is benchmarked on the basis of approximately 8% of secondary ADE in 2021–22 taking one online credit.

#### **Preparation Time**

Funding provided for preparation time for classroom teachers.

#### **Specialist / Student Success Teachers**

Salaries and benefits for the following:

- Elementary specialist teachers for Kindergarten (JK/SK), primary (Grades 1 to 3), and junior and intermediate (Grades 4 to 8) students
- Secondary student success teachers for secondary (Grades 9 to 12) students

### **Early Childhood Educators (ECEs)**

Salaries and benefits for ECEs to support the funded average class size for Kindergarten allocated through the Kindergarten (JK/SK) Pupil Foundation Allocation.

Depending on Junior Kindergarten and Senior Kindergarten enrolment, supported schools may be eligible for additional funding support for ECE staffing in Kindergarten classrooms.

### **Library Services**

Salaries and benefits for teacher librarians.

### **Guidance Services, including Supporting Students in Career Counselling, Student Mental Health and Well-Being**

Salaries and benefits for guidance teachers.

Guidance teachers funded through the Intermediate Supplementary Pupil Foundation Allocation support career counselling as well as student well-being and connections to supports for student mental health in Grades 7 to 12.

School boards have the flexibility to use this funding to focus on ensuring students and parents are better informed about future options for initial postsecondary destinations (i.e. apprenticeship, college, community living, university and workplace) and their future careers, and to ensure students have the supports they need to succeed. The funding may support students and their families with preparing for the academic transition to high school (e.g. gap closing and course selection); providing opportunities for experiential learning that provide exposure to role models and positive examples of a diversity of careers; navigating career and postsecondary education pathways choices and transitions; and promoting well-being and connecting with mental health supports in keeping with the school boards' mental health strategies.

It is important to note that although funding is generated through Grades 7 and 8 enrolment, funding can be used to support elementary and secondary students from Grades 7 to 12.

## **Classroom Consultants**

Salaries and benefits for teacher consultants and co-ordinators, such as reading specialists and program specialists, who assist teachers in developing classroom programming or who work with individual students.

## **Supply Teachers**

Salaries and benefits for supply and occasional teachers.

## **Supply Early Childhood Educators**

Salaries and benefits for supply early childhood educators.

## **Educational Assistants**

Salaries and benefits for educational assistants who support students and teachers in the classroom.

## **Professionals and Para-professionals**

Salaries and benefits for staff who provide support services to students and teachers, such as attendance counsellors, lunchroom supervisors, hall monitors, social workers, child/youth workers, community workers, and computer technicians.

Professionals and para-professionals who provide support for special education, such as psychologists, psychometrists, and speech pathologists, are funded through a combination of the Pupil Foundation Grant, the Special Education Grant, and other supplemental grants.

## **Elementary Supervision**

Student supervision in elementary schools.

## **Department Heads**

Department head allowances in secondary schools.

## **Textbooks and Learning Materials**

Textbooks and learning materials required to meet the learning expectations of the curriculum may include workbooks, resource materials, science supplies, lab material kits, library materials, instructional software, other digital learning tools, DVDs, technology supporting distance education, as well as internet expenses. Learning materials may also include those materials that are used by a student and cannot be

used again by another student in the next semester (e.g. a chemical used in a chemistry experiment).

### **Additional Educational Software Licensing**

Digital learning tools that support learning in and outside of the classroom, in addition to funding available in the textbooks and learning materials amount.

### **Classroom Supplies**

Materials used in the classroom to facilitate effective learning in the classroom including classroom equipment. Classroom supplies are not learning materials.

### **Classroom Computers**

Classroom computer hardware and the associated network costs.

### **Student Technological Devices**

Technological devices for student learning, in addition to funding available in the classroom computers component.

<b>KINDERGARTEN (JK/SK) Pupil Foundation Allocation</b>	<b># staff per 1,000 Average Daily Enrolment (ADE)</b>		<b>benchmark salary + benefits (% of salary)</b>	<b>\$ allocation per ADE</b>
Classroom Staffing  Funded Average Class Size 25.57:2	Classroom Teacher <sup>1</sup>	39.11	\$79,304+ 9.93%	\$3,409.57
	Specialist Teacher and Preparation Time <sup>1</sup>	7.66		\$667.79
	Early Childhood Educator (ECE) <sup>2</sup>	39.11	\$32,650 + 25.52%	\$1,602.74
Library Services	Teacher Librarian <sup>1</sup>	1.31	\$79,304+ 9.93%	\$114.03
Classroom Consultant		0.41	\$109,168 + 9.69%	\$49.10
Supply Teacher				\$167.20
Supply ECE				\$89.73
Educational Assistant		0.20	\$46,303 + 25.52%	\$11.62
Professional/Para- Professional Support		1.73	\$62,786 + 20.51%	\$130.90
Elementary Supervision				\$26.88
Textbooks and Learning Materials				\$69.00
Additional Educational Software Licensing				\$0.84
Classroom Supplies				\$82.82
Classroom Computers				\$34.52
Student Technological Devices				\$7.11
<b>TOTAL Kindergarten (JK/SK) Per-Pupil Amount</b>				<b>\$6,463.85</b>

NOTE: Pension plan contributions for teachers and other eligible members of the Ontario Teachers' Pension Plan (OTPP) are matched by the government and are not included in the benefits benchmarks.

**Kindergarten Pupil Foundation Allocation = Kindergarten ADE × \$6,463.85**

1 Additional funding is recognized through the Teacher Q&E Allocation of the Cost Adjustment and Teacher Q&E Grant.

2 Additional funding is recognized through the Early Childhood Educator Q&E Allocation of the Cost Adjustment and Teacher Q&E Grant.

<b>PRIMARY (Grades 1 to 3) Pupil Foundation Allocation</b>	<b># staff per 1,000 ADE</b>		<b>benchmark salary + benefits (% of salary)</b>	<b>\$ allocation per ADE</b>
Classroom Staffing Class size 19.8:1	Classroom Teacher <sup>1</sup>	50.51	\$79,304+ 9.93%	\$4,403.41
	Specialist Teacher and Preparation Time <sup>1</sup>	9.67		\$843.02
	Teacher Librarian <sup>1</sup>	1.31		\$114.03
Classroom Consultant		0.41	\$109,168 + 9.69%	\$49.10
Supply Teacher				\$167.20
Educational Assistant		0.20	\$46,303 + 25.52%	\$11.62
Professional/Para- Professional Support		1.73	\$62,786 + 20.51%	\$130.90
Elementary Supervision				\$26.88
Textbooks and Learning Materials				\$69.00
Additional Educational Software Licensing				\$0.84
Classroom Supplies				\$82.82
Classroom Computers				\$34.52
Student Technological Devices				\$7.11
<b>TOTAL Primary Per- Pupil Amount</b>				<b>\$5,940.45</b>

NOTE: Pension plan contributions for teachers and other eligible members of the OTPP are matched by the government and are not included in the benefits benchmarks.

**Primary Pupil Foundation Allocation = Grades 1 to 3 ADE × \$5,940.45**

<sup>1</sup> Additional funding is recognized through the Teacher Q&E Allocation of the Cost Adjustment and Teacher Q&E Grant.

<b>JUNIOR and INTERMEDIATE (Grades 4 to 8) Pupil Foundation Allocation</b>	<b># staff per 1,000 ADE</b>		<b>benchmark salary + benefits (% of salary)</b>	<b>\$ allocation per ADE</b>
Classroom Staffing Class size 24.5:1	Classroom Teacher <sup>1</sup>	40.82	\$79,304+ 9.93%	\$3,558.64
	Specialist Teacher and Preparation Time <sup>1</sup>	7.96		\$693.94
	Teacher Librarian <sup>1</sup>	1.31		\$114.03
Classroom Consultant		0.41	\$109,168 + 9.69%	\$49.10
Supply Teacher				\$167.20
Educational Assistant		0.20	\$46,303 + 25.52%	\$11.62
Professional/Para-Professional Support		1.73	\$62,786+ 20.51%	\$130.90
Elementary Supervision				\$26.88
Textbooks and Learning Materials				\$69.00
Additional Educational Software Licensing				\$0.84
Classroom Supplies				\$82.82
Classroom Computers				\$34.52
Student Technological Devices				\$7.11
<b>TOTAL Junior and Intermediate Per-Pupil Amount</b>				<b>\$4,946.60</b>

NOTE: Pension plan contributions for teachers and other eligible members of the OTPP are matched by the government and are not included in the benefits benchmarks.

### **Junior and Intermediate Pupil Foundation Allocation**

$$= \text{Grades 4 to 8 ADE} \times \$4,946.60$$

<sup>1</sup> Additional funding is recognized through the Teacher Q&E Allocation of the Cost Adjustment and Teacher Q&E Grant.

<b>INTERMEDIATE (Grades 7 to 8) Supplementary Pupil Foundation Allocation</b>	<b># staff per 1,000 ADE</b>	<b>benchmark salary + benefits (% of salary)</b>	<b>\$ allocation per ADE</b>
Guidance Teacher: Supporting Students in Career Counselling, Student Mental Health and Well-Being <sup>1</sup>	2.60	\$79,304+ 9.93%	\$226.67

NOTE: Pension plan contributions for teachers and other eligible members of the OTPP are matched by the government and are not included in the benefits benchmarks.

**Intermediate Supplementary Pupil Foundation Allocation**  
= Grades 7 to 8 ADE × \$226.67

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<sup>1</sup> Additional funding is recognized through the Teacher Q&E Allocation of the Cost Adjustment and Teacher Q&E Grant.

<b>SECONDARY (Grades 9 to 12) Pupil Foundation Allocation</b>	<b># staff per 1,000 ADE</b>		<b>benchmark salary + benefits (% of salary)</b>	<b>\$ allocation per ADE</b>
Classroom Staffing In-Person Learning Class size 23:1 Credit load per pupil 7.41875	Classroom Teacher <sup>1</sup>	40.32	\$79,304 + 9.93%	\$3,515.05
	Student Success Teacher and Preparation Time <sup>1</sup>	14.38		\$1,253.64
Classroom Staffing Online Learning Class size 30:1 Credit load per pupil 0.08125	Classroom Teacher <sup>1</sup>	0.34		\$29.64
	Preparation Time <sup>1</sup>	0.11		\$9.59
Library Services	Teacher Librarian <sup>1</sup>	1.10		\$95.90
Guidance Services	Guidance Teacher <sup>1</sup>	2.60		\$226.67
Classroom Consultant		0.46	\$109,168 + 9.69%	\$55.08
Supply Teacher				\$122.30
Professional/Para-Professional Support		2.21	\$62,786 + 20.51%	\$167.22
Department Head Allowance		9.00	\$5,076 + 9.93%	\$50.22
Textbooks and Learning Materials				\$92.29
Additional Educational Software Licensing				\$0.84
Classroom Supplies				\$188.87
Classroom Computers				\$45.03
Student Technological Devices				\$7.11
<b>TOTAL Secondary Per-Pupil Amount</b>				<b>\$5,859.45</b>

NOTE: Pension plan contributions for teachers and other eligible members of the OTPP are matched by the government and are not included in the benefits benchmarks.

**Secondary Pupil Foundation Allocation**  
= (Grades 9 to 12 ADE × \$ 5,859.45)

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<sup>1</sup> Additional funding is recognized through the Teacher Q&E Allocation of the Cost Adjustment and Teacher Q&E Grant.

# School Foundation Grant

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The School Foundation Grant provides school-based funding for in-school administration and leadership, as well as funding to support targeted library staff for elementary schools and parent engagement.

The School Foundation Grant comprises three allocations:

- In-School Administration and Leadership Allocation – \$1.54 billion
- Library Staff Allocation – \$10.2 million
- Parent Engagement Allocation – \$3.0 million

The School Foundation Grant is projected to be \$1.55 billion in 2021–22.

## New in 2021–22

### *Moving the Parent Engagement Allocation*

The Parent Engagement Allocation is moving from the School Board Administration and Governance Grant into the School Foundation Grant to better delineate funding for parent engagement based on local needs since the School Foundation Grant provides school-based funding for in-school administration and leadership.

## Definition of “School”

The definition of a school for the purposes of calculating the School Foundation Grant<sup>1</sup> for each school board is as follows:

- One or more school facility/facilities operated by the school board and located on a single campus with student enrolment (ADE) greater than zero. A campus is defined as property or properties owned, leased or rented by a school board that are linked by a contiguous property line.

A school is identified as one of the following:

- an elementary school when it consists of only elementary school facilities
- a secondary school when it consists of only secondary school facilities

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<sup>1</sup> The definition of a school for the purposes of the School Foundation Grant is also used for calculating funding within the Actualisation linguistique en français, Supported Schools Allocation, Parent Engagement Allocation, Mental Health Workers Allocation, and Curriculum and Assessment Implementation Allocation.

- a combined elementary/secondary school when a school consists of both elementary and secondary school facilities (e.g. Grades 7 and 8 with Grades 9 to 12)

## Tiers

Three tiers of schools based on distance criteria allow for differentiated support for schools as follows:

**Supported School**<sup>1</sup> (these schools are also eligible to generate funding through the Supported Schools Allocation in the Geographic Circumstances Grant), defined as one of the following:

- a. an elementary school where the next closest elementary school of the board is at least 20 km away
- b. a secondary or combined elementary/secondary school where the next closest secondary or combined elementary/secondary school of the board is at least 45 km away

**Distant School**, defined as one of the following:

- a. an elementary school that is not a supported school but where the next closest elementary school of the board is at least 10 km away
- b. a secondary or combined elementary/secondary school that is not a supported school but where the next closest secondary/combined elementary/secondary school of the board is at least 20 km away

**Regular School**, defined as a school which is neither distant nor supported.

French-language school boards' regular schools will generate funding as if they were distant schools. This investment recognizes that school boards operating in a minority language context may face greater difficulty in meeting school size thresholds.

## In-school Administration and Leadership Allocation

The In-school Administration and Leadership Allocation provides funding for in-school administration and leadership (salaries and benefits for principals, vice-principals, and office support staff), as well as supplies for school administration purposes. School

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<sup>1</sup> Supported schools are referred to as "outlying schools" in the GSN regulation.

boards are responsible for decisions regarding the allocation of in-school administration staff to individual schools.

## **In-School Administration and Leadership Benchmarks**

The tables below show the salary and benefits benchmarks for staff and school office supplies:

### ***Funded Salary and Benefits Benchmarks***

<b>Staff</b>	<b>Elementary Salary Benchmark</b>	<b>Elementary Benefits (% of Salary)</b>	<b>Secondary and Combined Elementary/Secondary Salary Benchmark</b>	<b>Secondary and Combined Elementary/Secondary Benefits (% of Salary)</b>
Principal	\$120,980	9.69%	\$131,254	9.69%
Vice-Principal	\$114,990	9.69%	\$120,897	9.69%
School Office Support Staff	\$45,531	25.42%	\$47,963	25.42%

NOTE: Pension plan contributions for teachers and other eligible members (e.g. principals and vice-principals) of OTPP are matched by the government and are not included in the benefits benchmarks.

### ***School Office Supplies Benchmarks***

<b>School Office Supplies Benchmark</b>	<b>Elementary</b>	<b>Secondary and Combined Elementary/Secondary</b>
Per-School Amount	\$2,070.50	\$3,080.50
Per-Pupil Amount	\$6.06 per ADE	\$7.07 per ADE

The number of funded FTE principals for an elementary school is outlined in the following table:

### ***Number of Funded Principals – ELEMENTARY SCHOOLS***

<b>School Enrolment (ADE)</b>	<b>Supported Schools</b>	<b>Distant Schools and French-Language Regular Schools</b>	<b>English-Language Regular Schools</b>
0 < ADE < 50	0.5	ADE / 100	ADE / 150
50 ≤ ADE < 100			
100 ≤ ADE < 150	1	1	1
ADE ≥ 150			

### **Multi-Building Schools**

Any multi-building elementary school on a campus with the following ADE receives funding for one additional FTE principal:

	<b>Schools in English-language school boards</b>	<b>Schools in French-language school boards</b>
<b>Average Building Enrolment</b>	ADE ≥ 300	ADE ≥ 150
<b>Enrolment in Each Building</b>	ADE ≥ 150	ADE ≥ 100

The number of funded elementary vice-principals for an elementary school is outlined in the following table:

### ***Number of Funded Vice-Principals – ELEMENTARY SCHOOLS***

<b>School Enrolment (ADE)</b>	<b>Supported, Distant and Regular Schools</b>
0 < ADE < 250	0
250 ≤ ADE < 500	(ADE – 250) x 0.003
500 ≤ ADE < 1000	0.75 + (ADE – 500) x 0.0025
ADE ≥ 1000	2

The number of funded school office support staff for an elementary school is outlined in the following table:

### ***Number of Funded School Office Support Staff – ELEMENTARY SCHOOLS***

<b>School Enrolment (ADE)</b>	<b>Supported Schools</b>	<b>Distant and Regular Schools</b>
$0 < \text{ADE} < 100$	1	$\text{ADE} / 100$
$100 \leq \text{ADE} < 250$	$1 + (\text{ADE} - 100) \times 0.00125$	$1 + (\text{ADE} - 100) \times 0.00125$
$250 \leq \text{ADE} < 300$	$1.1875 + (\text{ADE} - 250) \times 0.002$	$1.1875 + (\text{ADE} - 250) \times 0.002$
$300 \leq \text{ADE} < 500$	$1.2875 + (\text{ADE} - 300) \times 0.003125$	$1.2875 + (\text{ADE} - 300) \times 0.003125$
$\text{ADE} \geq 500$	$1.9125 + (\text{ADE} - 500) \times 0.003675$	$1.9125 + (\text{ADE} - 500) \times 0.003675$

The number of funded principals for a secondary and combined elementary/secondary school is outlined in the following table:

### ***Number of Funded Principals – SECONDARY AND COMBINED ELEMENTARY/SECONDARY***

School Enrolment (ADE)	Supported Schools	Distant Schools / French-Language Regular Schools	English-Language Regular Schools
0< ADE <50	0.5	ADE / 100	ADE / 200
50≤ ADE <100	1		
100≤ ADE <200		1	
ADE ≥200			1

### **Multi-Building Schools**

Any multi-building secondary school (i.e., multiple buildings on a single campus) with the following ADE receives funding for one additional FTE principal:

	<b>Schools in English-language school boards</b>	<b>Schools in French-language school boards</b>
<b>Average Building Enrolment</b>	$\text{ADE} \geq 700$	$\text{ADE} \geq 350$
<b>Enrolment in Each Building</b>	$\text{ADE} \geq 200$	$\text{ADE} \geq 150$

## Combined Schools

Any combined elementary/secondary school with at least 350 ADE and at least 100 elementary ADE and at least 100 secondary ADE receives funding for one additional FTE principal.

The number of funded vice-principals in a secondary and combined elementary/secondary school is outlined in the following table:

### ***Number of Funded Vice-Principals – SECONDARY AND COMBINED ELEMENTARY/SECONDARY***

School Enrolment (ADE)	Supported Schools	Distant Schools / French-Language Regular Schools	English-Language Regular Schools
0< ADE <50	0	0	0
50≤ ADE <100	ADE / 500		
100 ≤ ADE <200			
200 ≤ ADE <500			
500 ≤ ADE <1500			
ADE ≥1500			
		ADE / 500	ADE / 500

The number of funded school office support staff in a secondary and combined elementary/secondary school is outlined in the following table:

### ***Number of Funded School Office Support Staff – SECONDARY AND COMBINED ELEMENTARY/SECONDARY***

School Enrolment (ADE)	Supported Schools	Distant and Regular Schools
0 < ADE < 100	1	ADE / 100
100 ≤ ADE < 500	1 + (ADE – 100) x 0.003125	1 + (ADE – 100) x 0.003125
500 ≤ ADE < 1000	2.25 + (ADE – 500) x 0.0055	2.25 + (ADE – 500) x 0.0055
ADE ≥ 1000	5 + (ADE – 1000) x 0.004	5 + (ADE – 1000) x 0.004

A school's total In-School Administration and Leadership Allocation is the sum of the following:

- the number of funded principals, vice-principals, and school office support staff multiplied by the salary and benefits benchmark amounts
- the ADE of the school multiplied by the school office supplies per-pupil benchmark
- the school office supplies per-school amount

The In-School Administration and Leadership Allocation is projected to be \$1.54 billion in 2021–22.

## Library Staff Allocation

The Library Staff Allocation is provided for teacher-librarians and/or library technicians to support the learning of elementary school students.

The funding is based on fixed amounts of \$53,324.40 per school board and \$1,775.70 per elementary school within each school board, as below:

$\$53,324.40 \text{ per school board} + (\$1,775.70 \text{ per elementary school})$

Funding for this program is enveloped separately within the School Foundation Grant. Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

The Library Staff Allocation is projected to be \$10.2 million in 2021–22.

## Parent Engagement Allocation

Parent engagement funding is provided to support the parent engagement activities of the school board's Parent Involvement Committee and school councils. This committee and these school councils support the implementation of a wide range of policies, programs, strategies, and initiatives that involve parents. This funding is based on the following formula:

$\$5,000 + \$0.17 \text{ per ADE for board parent involvement committee} +$   
 $\$500 \text{ per school council}^1$

The Parent Engagement Allocation is projected to be \$3.0 million in 2021–22.

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<sup>1</sup> Each school generates \$500 and any combined elementary/secondary school of at least 350 students (with at least 100 elementary students and at least 100 secondary students) receives an additional \$500.

# Supplemental Grants

The 15 Supplemental Grants recognize the circumstances beyond those that are captured in the two foundation grants. The Supplemental Grants recognize that different levels of support are required by school boards to provide quality education in different locations, to respond to the needs of particular students and schools and support varying demographic profiles, as follows:

	<b>Grant Name</b>	<b>Projected Funding</b>
1.	Special Education Grant	\$3,211.1M
2.	Language Grant	\$900.7M
3.	Indigenous Education Grant	\$96.7M
4.	Geographic Circumstances Grant	\$216.4M
5.	Learning Opportunities Grant	\$550.5M
6.	Mental Health and Well-Being Grant	\$86.3M
7.	Continuing Education and Other Programs Grant	\$166.3M
8.	Cost Adjustment and Teacher Qualifications and Experience Grant	\$2,382.6M
9.	Supports for Students Fund	\$212.7M
10.	Program Leadership Grant	\$73.9M
11.	Student Transportation Grant	\$1,077.6M
12.	Declining Enrolment Adjustment	\$27.6M
13.	School Board Administration and Governance Grant	\$626.3M
14.	School Facility Operations and Renewal Grant	\$2,572.6M
15.	Debt Service Support (includes interest expense and non-permanently financed capital debt)	\$355.2M
<b>TOTAL</b>		<b>\$12,556.2M<sup>1</sup></b>

<sup>1</sup> Total excludes \$46.6 million for school authorities and \$39.7 million for amounts not yet allocated to specific grants. Totals may not add due to rounding.

# Special Education Grant

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The Special Education Grant provides additional funding to school boards to support students who need special education programs, services, and/or equipment.

The Special Education Grant comprises the following six allocations:

- Special Education Per Pupil Amount (SEPPA) Allocation – \$1.61 billion
- Differentiated Special Education Needs Amount (DSENA) Allocation – \$1.18 billion
- Special Equipment Amount (SEA) Allocation – \$130.6 million
- Special Incidence Portion (SIP) Allocation – \$137.8 million
- Education and Community Partnership Program (ECPP) Allocation – \$112.1 million
- Behaviour Expertise Amount (BEA) Allocation – \$37.2 million

The Special Education Grant may only be used for special education. Any unspent funding must be treated as deferred revenue for special education. Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

The Special Education Grant is projected to be approximately \$3.21 billion in 2021–22.

## **New in 2021–22**

### ***Transfer of the \$1.44 million Integrated Services for Northern Children into the GSN***

Funding to support the Integrated Services for Northern Children (ISNC) programs is moving into the GSN from Priorities and Partnerships Funding (PPF). This funding supports the coordinated assessment, consultation and treatment services to children and youth with physical, psychological and educational challenges in underserved rural and remote communities in Northern Ontario.

Funding for ISNC will flow through a new component in the enveloped Northern Adjustment category of the Measures of Variability (MOV) amount within the DSENA Allocation. Using the existing regional collaboration model, the three lead school boards for each Northern Adjustment Cooperative will receive the funding to administer on behalf of all the school boards and isolate board school authorities within their respective cooperative.

The \$1.44 million in ISNC funding will be allocated as follows:

- The amount for the North East cooperative, administered by District School Board Ontario North East, will be increased by \$588,301.
- The amount for the North West cooperative, administered by Thunder Bay Catholic District School Board (DSB), will be increased by \$316,273.
- The amount for the Northern French-language cooperative, administered by the Conseil scolaire public (CSP) du Grand Nord de l'Ontario, will be increased by \$535,426.

### ***Transfer of the \$6.1 million After-School Skills Development Programs into the GSN***

Funding to support the After-School Skills Development (ASSD) programs is moving into the GSN from PPF. ASSD programs provide students with autism spectrum disorder (ASD) and other students with special education needs who may benefit from the program with additional targeted skills development opportunities outside the instructional day. Funding for ASSD is enveloped and will flow through the Behaviour Expertise Amount (BEA) Allocation.

## **Special Education Per-Pupil Amount (SEPPA) Allocation**

The SEPPA Allocation recognizes the cost of providing additional assistance to the majority of students with special education needs. The SEPPA is allocated to school boards on the basis of total enrolment as follows.

- \$1,044.06 per JK to Grade 3 student
- \$801.98 per Grade 4 to 8 student
- \$529.29 per Grade 9 to 12 student

The SEPPA Allocation is projected to be approximately \$1.61 billion in 2021–22.

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

The DSENA Allocation addresses the variation among school boards with respect to students with special education needs and school boards' abilities to respond to those needs.

The DSENA Allocation is made up of the following amounts:

- Measures of Variability (MOV) amount – \$291.5 million

- Special Education Statistical Prediction Model (SESPM) amount – \$801.8 million
- Base Amount for Collaboration and Integration amount – \$34.0 million
- Multi-Disciplinary Supports amount – \$52.7 million
- Multi-Disciplinary Team component – \$29.4 million
- Other Staffing Resources component – \$23.3 million

## Measures of Variability (MOV) Amount

The MOV amount is based on seven categories of data to reflect school boards' population of students with special education needs and ability to respond to these needs. The total MOV amount is distributed among all school boards.

Each category has an assigned percentage of the total MOV amount. Each category has one or more factors, and each factor has an assigned percentage of the category total.

The percentage of MOV funding available for each category/subcategory (see MOV Table 1 below) multiplied by the provincial MOV amount, determines the provincial funding for that factor.

Each school board's projected MOV amount is set out in the GSN regulation.

<b>MOV Table 1: Provincial Funding for Each MOV Factor</b>				
	<b>Category</b>	<b>Factor(s)</b>	<b>% of MOV Funding for Category</b>	<b>% of MOV Funding for Sub-Category</b>
1	Students reported as receiving special education programs and/or services	2018-19 data as reported by school boards (one factor)	<b>29.3%</b>	
2	Participation and achievement in EQAO assessments by students with special education needs	2018-19 data for factors listed in sub-categories:	<b>29.3%</b>	
		<b>Sub-Category 2A:</b> Grade 3 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)		10. 1%

**MOV Table 1: Provincial Funding for Each MOV Factor**

	Category	Factor(s)	% of MOV Funding for Category	% of MOV Funding for Sub-Category
		<b>Sub-Category 2B:</b> Grade 6 students (including gifted) with special education needs who were exempt, below, or reached Level 1 (six factors)		10.1%
		<b>Sub-Category 2C:</b> Grade 3 and Grade 6 students with special education needs (including gifted) with three or more accommodations (two factors)		9.2%
3	Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs	2018-19 data for factors listed in sub-categories:	<b>14.7%</b>	
		<b>Sub-Category 3A:</b> Students with special education needs earned five or less credits in Grade 9 or earned 13 or less credits in Grade 10 (two factors)		11.9%
		<b>Sub-Category 3B:</b> Grade 9 and Grade 10 students with special education needs enrolled in Locally Developed Courses (LDCs) (two factors)		1.3%
		<b>Sub-Category 3C:</b> Grade 9 and Grade 10 Students with special education needs enrolled in K-Courses (two factors)		1.5%

**MOV Table 1: Provincial Funding for Each MOV Factor**

	<b>Category</b>	<b>Factor(s)</b>	<b>% of MOV Funding for Category</b>	<b>% of MOV Funding for Sub-Category</b>
4	Remote and Rural Allocation Adjustment	Reflects components of the Geographic Circumstances Grant Remote and Rural Allocation	<b>12.4%</b>	
		<b>Sub-Category 4A:</b> School Board Enrolment (one factor)		6.2%
		<b>Sub-Category 4B:</b> Distance/Urban Factor/French-Language Equivalence (one factor)		1.4%
		<b>Sub-Category 4C:</b> School Dispersion (one factor)		4.9%
5	Indigenous Adjustment	Reflects the estimated National Household Survey (NHS)-based weighted enrolment that is Indigenous (one factor)	<b>7.3%</b>	
6	French-language School Board Adjustment	Recognition of school boards operating in an official language minority context and their size.	<b>4.0%</b>	
		<b>Sub-Category 6A:</b> Base amount of \$472,761.53 per school board (one factor).		1.9%
		<b>Sub-Category 6B:</b> School Board Enrolment (one factor).		2.0%

<b>MOV Table 1: Provincial Funding for Each MOV Factor</b>				
	<b>Category</b>	<b>Factor(s)</b>	<b>% of MOV Funding for Category</b>	<b>% of MOV Funding for Sub-Category</b>
7	Northern Adjustment	Allocation to each of three Northern Adjustment Cooperatives to address the challenges associated with providing programs and / or services to students with special education needs in Northern Ontario (two factors).	<b>2.9%</b>	
		<b>Sub-Category 7A:</b> Northern Supports Component (one factor)		2.4%
		<b>Sub-Category 7B:</b> Integrated Supports Component (one factor)		0.5%

Note: Totals may not add due to rounding

The seven MOV categories and its 29 factors are described below.

### ***MOV Categories 1 to 3:***

The first three categories of MOV use data to develop a school board profile of special education needs. These categories compare each school board to the provincial average on each of the factors, to determine its special education needs profile. This is done by attributing each school board with a weight derived from their data point in relation to the provincial average. The MOV weights for categories 1 to 3 are calculated as follows:

<b>Weight</b>	<b>Data ranges (DSB vs. Provincial Average)</b>
0.8	<-30%
0.9	-30% to < -10%
1	-10% to < +10% (of Provincial Average)
1.1	+10% to < +30%
1.2	≥ +30%

The calculation for these three categories is as follows:

- a) The school board's data for each factor determines its weight, using the ranges described above. Specific ranges for each data point can be found below.
- b) The school board's factor number is determined by its weight for the factor multiplied by its ADE. The school board's factor number is divided by the total of all 72 school boards' factor numbers combined for that factor. This ratio is then multiplied by the amount of funding available for that factor to determine the school board's funding for that factor.

The following tables summarize the proportion of the MOV total that is allocated to each category and its factors, as well as the ranges for each category or factor.

**Category 1:** Prevalence of students reported as receiving special education programs and/or services by school boards. Prevalence for this category is the total number of students reported as receiving special education programs and/or services divided by total enrolment (one factor).

<b>Prevalence of students reported as receiving special education programs and services: 29.3% of MOV</b>	
<b>Weight</b>	<b>Range</b>
0.8	< 12.36%
0.9	12.36% to < 15.90%
1.0	15.90% to < 19.43%
1.1	19.43% to < 22.96%
1.2	≥ 22.96%

**Category 2:** Participation and achievement in EQAO assessments by students with special education needs who were eligible to take that EQAO assessment (Elementary enrolment counts only).

Sub-Category 2A: Prevalence of participation and achievement in Grade 3 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors).

<b>2A – EQAO Achievement – Grade 3; 10.1% of MOV</b>						
<b>Weight</b>	<b>Males Reading (20% of 2A)</b>	<b>Females Reading (15% of 2A)</b>	<b>Males Writing (20% of 2A)</b>	<b>Females Writing (15% of 2A)</b>	<b>Males Math (15% of 2A)</b>	<b>Females Math (15% of 2A)</b>
0.8	< 11.43%	< 9.48%	< 9.70%	< 7.28%	< 18.55%	< 23.43%
0.9	11.43% to < 14.69%	9.48% to < 12.19%	9.70% to < 12.48%	7.28% to < 9.36%	18.55% to < 23.86%	23.43% to < 30.13%
1	14.69% to < 17.96%	12.19% to < 14.90%	12.48% to < 15.25%	9.36% to < 11.44%	23.86% to < 29.16%	30.13% to < 36.83%
1.1	17.96% to < 21.22%	14.90% to < 17.61%	15.25% to < 18.02%	11.44% to < 13.52%	29.16% to < 34.46%	36.83% to < 43.52%
1.2	≥ 21.22%	≥ 17.61%	≥ 18.02%	≥ 13.52%	≥ 34.46%	≥ 43.52%

Sub-Category 2B: Prevalence of participation and achievement in Grade 6 EQAO assessments by students with special education needs, including gifted, who were exempt, below, or reached Level 1 or less (six factors).

<b>2B – EQAO Achievement – Grade 6; 10.1% of MOV</b>						
<b>Weight</b>	<b>Males Reading (20% of 2B)</b>	<b>Females Reading (15% of 2B)</b>	<b>Males Writing (20% of 2B)</b>	<b>Females Writing (15% of 2B)</b>	<b>Males Math (15% of 2B)</b>	<b>Females Math (15% of 2B)</b>
0.8	< 7.08%	< 5.69%	< 7.75%	< 5.50%	< 31.36%	< 35.76%
0.9	7.08% to < 9.11%	5.69% to < 7.32%	7.75% to < 9.96%	5.50% to < 7.07%	31.36% to < 40.31%	35.76% to < 45.97%
1	9.11% to < 11.13%	7.32% to < 8.95%	9.96% to < 12.18%	7.07% to < 8.64%	40.31% to < 49.27%	45.97% to < 56.19%
1.1	11.13% to < 13.16%	8.95% to < 10.57%	12.18% to < 14.39%	8.64% to < 10.22%	49.27% to < 58.23%	56.19% to < 66.40%
1.2	≥ 13.16%	≥ 10.57%	≥ 14.39%	≥ 10.22%	≥ 58.23%	≥ 66.40%

Sub-Category 2C: Prevalence of students with special education needs, including gifted, who required 3 or more accommodations (e.g. extra time, coloured paper, SEA equipment use, etc.) for EQAO Grade 3 and Grade 6 assessments (two factors).

<b>2C – EQAO accommodations; 9.2% of MOV</b>		
<b>Weight</b>	<b>Grade 3 (50% of 2C)</b>	<b>Grade 6 (50% of 2C)</b>
0.8	< 18.94%	< 16.22%
0.9	18.94% to < 24.35%	16.22% to < 20.85%
1	24.35% to < 29.76%	20.85% to < 25.48%
1.1	29.76% to < 35.17%	25.48% to < 30.12%
1.2	≥ 35.17%	≥ 30.12%

**Category 3:** Credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs (secondary enrolment counts only).

Sub-Category 3A: Prevalence of Grade 9 and 10 credit accumulation for students with special education needs. Prevalence for Grade 9 is that of those who earned five or less credits; and prevalence for Grade 10 is that of those who earned 13 or fewer credits (two factors).

<b>3A – Credit accumulation; 11.9% of MOV</b>		
<b>Weight</b>	<b>Earned 5 or less credits in Grade 9 (40% of 3A)</b>	<b>Earned 13 or less credits in Grade 10 (60% of 3A)</b>
0.8	< 10.16%	< 15.47%
0.9	10.16% to < 13.07%	15.47% to < 19.90%
1	13.07% to < 15.97%	19.90% to < 24.32%
1.1	15.97% to < 18.88%	24.32% to < 28.74%
1.2	≥ 18.88%	≥ 28.74%

Sub-Category 3B: Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in locally developed courses (two factors).

<b>3B – Enrolled in LD Courses; 1.3% of MOV</b>		
<b>Weight</b>	<b>Enrolled in LD Courses Grade 9 (40% of 3B)</b>	<b>Enrolled in LD Courses Grade 10 (60% of 3B)</b>
0.8	< 15.06%	< 14.81%
0.9	15.06% to < 19.36%	14.81% to < 19.04%
1	19.36% to < 23.67%	19.04% to < 23.28%

<b>3B – Enrolled in LD Courses; 1.3% of MOV</b>		
<b>Weight</b>	<b>Enrolled in LD Courses Grade 9 (40% of 3B)</b>	<b>Enrolled in LD Courses Grade 10 (60% of 3B)</b>
1.1	23.67% to < 27.97%	23.28% to < 27.51%
1.2	≥ 27.97%	≥ 27.51%

Sub-Category 3C: Prevalence of Grade 9 and Grade 10 students with special education needs enrolled in alternative non-credit courses (K-courses) (two factors).

<b>3C – Enrolled in alternative non-credit courses (K Courses); 1.5% of MOV</b>		
<b>Weight</b>	<b>Enrolled in K-Courses Grade 9 (40% of 3C)</b>	<b>Enrolled in K-Courses Grade 10 (60% of 3C)</b>
0.8	< 4.28%	< 4.48%
0.9	4.28% to < 5.50%	4.48% to < 5.76%
1	5.50% to < 6.72%	5.76% to < 7.04%
1.1	6.72% to < 7.95%	7.04% to < 8.31%
1.2	≥ 7.95%	≥ 8.31%

### ***MOV Categories 4 to 7***

Categories 4 to 7 address each school board's ability to respond to its population of students with special education needs. This is done by accounting for other external factors that affect the school board's ability to meet these needs. These four categories are as follows:

- Remote and Rural Allocation Adjustment (*category 4*)
- Indigenous Education Grant Adjustment (*category 5*)
- French-language School Board Adjustment (*category 6*)
- Northern Adjustment (*category 7*)

### ***Category 4: Remote and Rural Allocation Adjustment***

The MOV's Remote and Rural Allocation Adjustment provides school boards with funding based on three sub-categories/factors that align with components of the Remote and Rural Allocation of the Geographic Circumstances Grant. These three sub-categories are below:

- Sub-Category 4A: School Board Enrolment (one factor)

- Sub-Category 4B: Distance/Urban Factor/French-Language Equivalence (one factor)
- Sub-Category 4C: School Dispersion (one factor)

### ***Category 5: Indigenous Adjustment***

Each school board receives a percentage of available funding based on its share of weighted enrolment calculated as follows: ADE x estimated NHS percentage of enrolment that is Indigenous x PPA weighting factor. Further information on these percentages and weighting factors can be found in the Indigenous Education Grant section of this document. This category complements the ministry's effort to better reflect each school board's ability to respond to its population of students with special education needs. This is done by accounting for other external factors that affect the school board's ability to meet these needs (one factor).

### ***Category 6: French-Language School Board Adjustment***

This category recognizes that school boards operating in a minority language context have unique challenges supporting students with special education needs, while also recognizing board size for all French-language school boards. There are two factors in this category.

- Sub-Category 6A: Base amount of \$472,761.53 per school board in a minority language context (one factor)
- Sub-Category 6B: School Board Enrolment (one factor)

### ***Category 7: Northern Adjustment***

The Northern Adjustment category supports a regional collaboration model that serves all northern district school boards and isolate board school authorities through three regional cooperatives. There are two factors in this category.

The Northern Adjustment cooperatives determine local special education priorities, including in underserved rural and remote communities in Northern Ontario, through the following:

- Delivery of joint, innovative and cost-effective special education programs and services that address the challenges associated with providing programs and services to students with special education needs
- Coordinated and integrated assessment, consultation and treatment services on a multi-agency, multi-ministry basis to children and youth with physical, psychological and educational challenges

The Northern Adjustment includes the following two components:

- Sub-Category 7A: Northern Supports Component – the former Northern Supports Initiative amount which was transferred into the GSN in 2020–21 from PPF (one factor)
- Sub-Category 7B: Integrated Supports Component – the newly transferred Integrated Services for Northern Children (ISNC) amount, which was funded through PPF up until 2020–21 (one factor)

<b>Cooperative</b>	<b>Northern Supports Component (Sub-Category 7A)</b>	<b>Integrated Supports Component (Sub-Category 7B)</b>	<b>Northern Adjustment Total</b>
North East	\$2.9 million	\$0.6 million	\$3.5 million
North West	\$1.6 million	\$0.3 million	\$1.9 million
Northern French-language	\$2.5 million	\$0.5 million	\$3.1 million

Funding is allocated to one school board in each of the three regional cooperatives to administer on behalf of all district school boards and isolate board school authorities within the cooperatives:

- North West cooperative, administered by Thunder Bay Catholic District School Board
  - The eight school boards that benefit from the programs and / or services established by this cooperative are the following:
    - Keewatin-Patricia DSB
    - Kenora Catholic DSB
    - Lakehead DSB
    - Northwest Catholic DSB
    - Rainy River DSB
    - Superior North Catholic DSB
    - Superior-Greenstone DSB
    - Thunder Bay Catholic DSB
- North East cooperative, administered by District School Board Ontario North East
  - The 11 school boards, including isolate boards, that benefit from the programs and / or services established by this cooperative are the following:
    - Algoma DSB
    - DSB Ontario North East
    - Huron-Superior Catholic DSB
    - Near North DSB
    - Nipissing-Parry Sound Catholic DSB

- Northeastern Catholic DSB
  - Rainbow DSB
  - Sudbury Catholic DSB
  - James Bay Lowlands Secondary DS Area Board
  - Moose Factory Island DS Area Board
  - Moosonee DS Area Board
- Northern French-language cooperative, administered by Conseil scolaire public du Grand Nord de l'Ontario
    - The six school boards that benefit from the programs and / or services established by this cooperative are the following:
      - CSP du Grand Nord de l'Ontario
      - CSP du Nord-Est de l'Ontario
      - CSCD des Grandes Rivières
      - CSDC Franco-Nord
      - CSDC des Aurores Boréales
      - CSDC du Nouvel-Ontario

Funding provided through the Northern Adjustment category of the MOV may only be used for its intended purpose – regionally determined special education priorities that are addressed through joint, innovative and cost-effective special education programs and services, including in the new Integrated Services Component of the Northern Adjustment. Any unspent funding must be reported as deferred revenue to be used for Northern Adjustment initiatives in future years. Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

### **Special Education Statistical Prediction Model (SESPM)**

The SESPm is a logistic regression model that draws from the latest available Ontario Ministry of Education anonymized student data, 2018–19 OnSIS data (most recent available), merged with census indicators from the 2006 Statistics Canada's census, to estimate the proportion of students predicted to receive special education programs and services in each of Ontario's district school boards.<sup>1</sup>

The prediction value for each school board reflects the relationship between the actual percentage of students reported to be receiving special education programs and/or services in the school board and the average level of socio-economic status of all students enrolled in the school board.

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<sup>1</sup> The SESPm regression model was originally developed in 2009 by Dr. J. Douglas Willms from the University of New Brunswick's Canadian Research Institute for Social Policy.

The following demographic factors were used:

- Occupational structure
- Median income
- Parent level of education
- Percentage of families below Statistics Canada's low-income cut-off occupational structure
- Percentage of unemployed individuals
- Percentage of Aboriginal families
- Percentage of recent immigrants
- Percentage of individuals who moved in previous year
- Metropolitan influence zone

The likelihood that a student will receive special education programs and/or services is estimated with a logistic regression model, which models the probability of a student being identified as receiving special education programs and/or services (e.g.,  $Y_1 = 1$  if reported;  $Y_1 = 0$  if not reported) as a function of a set of  $n$  covariates or predictors.

The analysis is informed by the predictive power of 14 separate logistic regression models, including one for each of the 12 definitions within the ministry's categories of exceptionalities<sup>1</sup>, one for students 'non-identified with an Individual Education Plan (IEP),' and one for students 'non-identified without an IEP.'

For each school board, the prediction formulae for these 14 models were used to predict the proportion of students who could be expected to receive special education programs and/or services in each category, given the demographic characteristics of all the students served by the school board, and then summed to achieve an estimate of the total predicted proportion of students who could be expected to receive special education programs and/or services.

The functional form of the model is as follows:

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<sup>1</sup> There are five categories and twelve definitions of exceptionalities as follows:

BEHAVIOUR – Behaviour

INTELLECTUAL – Giftedness, Mild Intellectual Disability, Developmental Disability

COMMUNICATION – Autism, Deaf and Hard-of-Hearing, Language Impairment, Speech Impairment, Learning Disability

PHYSICAL – Physical Disability, Blind and Low Vision

MULTIPLE – Multiple Exceptionalities

$$\text{Probability} \left( \begin{array}{l} Y_1 = 1, \text{ given a student's} \\ \text{set of background} \\ \text{characteristics} \end{array} \right) = \frac{1}{[1 + \exp^{-(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n)}]}$$

where  $Y_1$  denotes whether or not a student was reported as receiving special education programs and/or services; and  $x_1 \dots x_n$  are the student's grade, gender and 2006 Census-derived demographic characteristics.

The regression coefficients,  $\beta_0, \beta_1, \dots, \beta_n$  are estimated from the anonymized data for all Ontario students in 2018–19. With these estimates, the model estimates the probability that a student with a particular set of background characteristics would receive special education programs and/or services.

Therefore, in a school board where each student's age, grade, and census-derived demographic characteristics are known, the prediction model can be used to estimate the probability that each student would receive special education programs and/or services. The sum of these probabilities for each of the students provides an estimate of the total predicted proportion of students that are likely to receive special education programs and/or services in that school board.

The school board-specific prediction is created by adding the prediction calculated for all its students based on the demographic characteristics of each student's postal code. The board-specific prediction is multiplied by its ADE to determine the board-specific number of students predicted to receive special education programs and services. Each board's allocation of the total SESPM funding available is determined by its ratio of board-specific number of students predicted to receive special education programs and services divided by the total provincial number of students predicted to receive special education programs and services.

## Base Amount for Collaboration and Integration

The Base Amount for Collaboration and Integration provides every school board a minimum level of base funding of \$472,761.53. Its purpose is to enable school boards to explore collaborative and integrated approaches to serving students with special education needs.

## Multi-Disciplinary Supports Amount

The Multi-Disciplinary Supports Amount is intended to support all students with special education needs, including subsets of this population such as students with Autism Spectrum Disorder, and other needs such as mental health. The Multi-Disciplinary Supports Amount includes the following two components:

- Multi-Disciplinary Team Component
- Other Staffing Resources Component

### ***Multi-Disciplinary Team Component***

Funding is provided for a multi-disciplinary team for all school boards (up to four additional full-time equivalents (FTEs) per school board), to help build school board capacity, support special education assessments and help teachers, educational assistants, and other staff better understand and adapt to the unique needs of their students.

School boards generate funding for the multi-disciplinary team component based on the number of multi-disciplinary team members employed, up to a maximum of four. Each multi-disciplinary team member generates \$102,145.48 for the school board.

The Multi-Disciplinary Team members should reflect local need, and could include any combination of a psychologist, behavioural specialist, speech-language pathologist, registered social worker, or a person in a position that requires similar qualifications.

Further details regarding financial reporting on the Multi-Disciplinary Team Component can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

### ***Other Staffing Resources Component***

Funding is provided for other staffing resources to support students with special education needs. School boards have flexibility to use this funding for special education staffing that will address their local needs.

The other staffing resources amount will be allocated to school boards as per the DSENA Table of the GSN regulation.

The DSENA Allocation is projected to be \$1.18 billion for 2021–22.

## **Special Equipment Amount (SEA) Allocation**

The SEA provides funding to school boards to assist with the costs of equipment essential to support students with special education needs.

The SEA Allocation is made up of the following two components:

- SEA Per-Pupil Amount
- SEA Claims-Based Amount

## SEA Per-Pupil Amount

The SEA Per-Pupil Amount is calculated using the following formula:

$$\text{Base amount } \$10,000 + (\$36.101 \times \text{ADE})$$

Each school board will receive a projected SEA Per-Pupil Amount component, which includes a base amount of \$10,000 for each school board plus an amount based on the school board's ADE. The SEA Per-Pupil Amount is allocated for the purchase of all computers, software, robotics, computing-related devices, and required supporting furniture, as identified for use by students with special education needs in accordance with the SEA funding guidelines.

In addition, the SEA Per-Pupil Amount helps school boards in providing training for staff and students (where applicable), equipment set-up, maintenance, and repair as determined by the school board for all SEA equipment, including SEA equipment funded through the SEA claims-based process, as described in the *Special Education Funding Guidelines: Special Equipment Amount (SEA), 2021–22, Spring 2021*.

Similar to previous years, the SEA Per-Pupil Amount will be reported separately from all other special education expenditures. Unused SEA Per-Pupil Amount funding must be reported as SEA Per-Pupil Amount deferred revenue. Further details regarding enveloping and financial reporting of SEA Per-Pupil Amount funding can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

## SEA Claims-Based Amount

The SEA Claims-Based Amount provides funding to school boards for the purchases of other non-computer-based equipment to be utilized by students with special education needs, including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment, and physical assists support equipment, through a claims-based process with an \$800 deductible. Eligibility requirements for SEA are outlined in the *Special Education Funding Guidelines: Special Equipment Amount (SEA), 2021–22, Spring 2021*.

School boards are expected to have an internal process that allocates SEA funding, as well as a school board internal contribution to support student special equipment needs in an equitable and timely fashion.

Portability requirements for equipment purchased with the SEA funding are outlined in the GSN regulation and described in the *Special Education Funding Guidelines: Special Equipment Amount (SEA), 2021–22, Spring 2021*.

Each school board's Special Equipment Amount Allocation is set out in the GSN regulation.

The SEA Allocation is projected to be \$130.6 million in 2021–22.

## **Special Incidence Portion (SIP) Allocation**

The SIP Allocation supports pupils who require more than two full-time staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and/or exceptionalities and others at their school.

The maximum SIP funding amount per eligible claim is \$28,518.

Eligibility criteria for SIP are outlined in the *Special Education Funding Guidelines: Special Incidence Portion (SIP), 2021–22, Spring 2021*. SIP claims are submitted to the Ministry of Education regional offices for approval.

The SIP Allocation is projected to be \$137.8 million in 2021–22.

## **Education and Community Partnership Program (ECP) Allocation**

These programs are partnerships between school boards and government-approved facilities and may include a range of program types that support students who cannot attend regular school due to their primary need for treatment or while in custody.

The Education and Community Partnership Program (ECP) Allocation provides funding to school boards for education programs for school-aged children and youth in care, in treatment centres or who are in youth justice facilities. These facilities include hospitals, children's mental health centres, detention centres, community group homes, and social services agencies. The provision of education in these facilities is subject to a formal agreement such as a Memorandum of Understanding, between a district school board and the facility. Recognized costs include teachers' salaries and benefits, educational assistants' salaries and benefits, and classroom supplies. Further details can be found in the *Guidelines for Educational Programs for Students in Government Approved Education and Community Partnership Program (ECP) facilities 2021–22*, which provides direction to school boards on the approval process and funding of these programs. These guidelines are updated annually.

Funding is adjusted from the approved projected amount to the final approved expenditure.

Additional funding is provided to school boards to help offset the accommodation costs of classrooms in ECP settings that operate in school board space. This funding is included in the School Operations Allocation. School boards may fund the transportation they have authority to provide with their Student Transportation Grant.

Additional transportation funding for children and youth who are in care of a children's aid society and in an ECPP is available to provincially funded district school boards, through an application-based PPF transfer payment.

The ECPP Allocation is projected to be \$112.1 million in 2021–22.

## **Behaviour Expertise Amount (BEA) Allocation**

The BEA allocation provides funding for school boards to hire board-level Applied Behaviour Analysis (ABA) expertise professionals, including Board Certified Behaviour Analysts (BCBAs), and to provide training opportunities that will build school board capacity in ABA.

The BEA allocation is made up of the following three components:

- ABA Expertise Professionals Amount – \$25.1 million
- ABA Training Amount – \$6.1 million
- After-School Skills Development (ASSD) Amount – \$6.1 million

### **ABA Expertise Professionals Amount**

The ABA Expertise Professionals Amount provides funding for school boards to hire board-level ABA expertise professionals. School boards are encouraged, where possible, to hire individuals with BCBA certification, individuals working towards BCBA certification or individuals with equivalent qualifications. The use of ABA instructional approaches has proven to be effective for students with Autism Spectrum Disorder and other students with special education needs. ABA expertise professionals support principals, teachers, educators and other school staff by providing and coordinating ABA coaching, training and resources; and facilitating school boards' collaboration with community service providers, parents and schools and supporting the *Connections for Students* model and other student transitions.

Funding is allocated based on the following formula:

$$\$181,483 \text{ per school board} + (\$5.98 \times \text{ADE})$$

### **ABA Training Amount**

The ABA Training Amount provides funding for training opportunities to build school board capacity in ABA. School boards may utilize the ABA Training Amount for the following:

- professional development (including travel, meals, accommodation)
- procurement or development of resources/programs
- release time/supply costs for staff on training (EAs/educators/school teams)

The formal or informal ABA training opportunities and/or mentoring must be practical and oriented at developing capacity to apply and individualize ABA and should comply with a list of training requirements communicated by the ministry to school boards in a memorandum from April 30, 2014 entitled "Applied Behaviour Analysis (ABA) Training Requirements to support students with Autism Spectrum Disorder."

Funding is allocated based on the following formula:

$$\$1,500 \text{ per school board} + (\$2.95 \times \text{ADE})$$

ABA Training Amount funding may only be used for ABA training purposes. Any unspent ABA Training Amount funding must be reported as deferred revenue to be used for ABA training. Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

### **After-School Skills Development (ASSD) Amount**

Previously provided through PPF, funding for ASSD programs is being transferred into the GSN. ASSD programs implemented by school boards provide students with ASD and other special education needs who may benefit from the program with additional targeted skills development opportunities, outside the instructional day, to better equip them for classroom success and to achieve other outcomes such as improved social and communication skills.

Any unspent funding must be reported as deferred revenue to be used for ASSD programs in future years. Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

Funding is allocated based on the following formula:

$$\$50,000 \text{ per school board} + (\$1.22 \times \text{ADE})$$

The BEA Allocation is projected to be \$37.2 million in 2021–22.

# Language Grant

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The Language Grant provides funding to support the additional costs related to language instruction.

The Language Grant comprises the following six allocations:

- English as a Second Language/English Literacy Development (ESL/ELD) Allocation – \$304.3 million
- Programme d'appui aux nouveaux arrivants (PANA) Allocation – \$9.9 million
- Recent Immigrant Supplement– \$79.6 million
- French as a Second Language (FSL) Allocation – \$286.9 million
- French as a First Language (FFL) Allocation – \$91.3 million
- Actualisation linguistique en français (ALF) Allocation – \$128.8 million

The Language Grant uses proxy measures in some of its allocations to determine individual school boards' relative share of funding. The calculations are not intended to count every student who requires support or to determine individual needs for these programs. School boards determine how to use this funding and to provide language services and supports accordingly.

The Language Grant is projected to be \$900.7 million in 2021–22.

## New in 2021–22

### *Recent Immigrant Supplement*

The ministry is providing time-limited funding through a new Recent Immigrant Supplement. This funding is intended to address the financial impact of the extraordinary and temporary decline in recent immigrant enrolment as a result of the COVID-19 pandemic.

This funding is supplementary to the Recent Immigrant Component of the ESL/ELD Allocation and the PANA Allocation and is expected to help school boards continue to offer the same level of support to students requiring ESL/ELD and PANA programs.

## English as a Second Language/English Literacy Development (ESL/ELD) Allocation

Ontario's curriculum requires that students develop strong English-language or French-language skills. The cultural and linguistic diversity of Ontario's population means that students may require extra help to develop proficiency in their language of instruction

because it may not be their first language. The ESL/ELD Allocation provides English-language school boards with additional resources to meet the needs of these students. ESL/ELD funding is based on the sum of the Recent Immigrant and Diversity in English-Language Learners components.

## **Recent Immigrant Component**

The Recent Immigrant Component is the sum of the weighted numbers of eligible pupils for each year multiplied by \$4,188.00.

Over four years, an eligible pupil is estimated to generate funding in excess of \$10,000. Recent immigrant pupils are deemed eligible to generate this funding if they meet one of the following two criteria:

- they were born in countries in which English is not the first language of a majority of the population
- they were born in countries in which a majority of the population speak a variety of English that is sufficiently different from the English used in Ontario's English-language school boards

Recent immigrants born in the following countries are not eligible for this funding: Canada, United Kingdom, Ireland, United States, Australia, and New Zealand.

The two variables used in calculating this funding are as follows:

- the number of eligible pupils who entered Canada in each year since September 2017
- a weighting factor for each of the four years

### ***Weighting Factors***

<b>Year</b>	<b>Start Date</b>	<b>End Date</b>	<b>Weighting Factor</b>
1	September 1, 2020	October 31, 2021	1.0
2	September 1, 2019	August 31, 2020	0.85
3	September 1, 2018	August 31, 2019	0.5
4	September 1, 2017	August 31, 2018	0.25

### ***Number of Eligible Pupils***

Principals are required to report through the Ontario School Information System (OnSIS) the number of enrolled pupils who entered Canada during the last four years and who were born in a country other than Canada, United Kingdom, Ireland, United States, Australia, and New Zealand. Schools are required to attest to reviewing

appropriate immigration information to support the number of pupils reported as having entered Canada during the last four years.

The Recent Immigrant Component is projected to be \$260.0 million in 2021–22.

### **Diversity in English-Language Learners (DELL) Component**

The DELL component uses a proxy to provide funding to support the additional costs of programs and services for English-language learners. This funding is intended to support students not covered by the Recent Immigrant component.

For each school board, the estimated ADE of students for whom the language most often spoken at home is neither English nor French was determined using 2017–18 ADE and 2016 Census data on the percentage of children whose language most often spoken at home is neither English nor French mapped to school boards.

Each school board's share of the total DELL component is based on their share of the estimated ADE described above.

Each school board's allocation is set out in the GSN regulation.

The ESL/ELD Allocation is projected to be \$304.3 million in 2021–22.

### **Programme d'appui aux nouveaux arrivants (PANA) Allocation**

Ontario's curriculum requires that students develop strong English-language or French-language skills. The cultural and linguistic diversity of Ontario's population means that students may require extra help to develop proficiency in their language of instruction because it may not be their first language. The PANA Allocation provides French-language school boards with additional resources to meet the needs of these students. PANA funding is the sum of the weighted numbers of eligible pupils for each year multiplied by \$4,188.00.

Over four years, an eligible pupil is estimated to generate funding in excess of \$10,000. PANA is based on the number of recent immigrant pupils who do not have rights under Section 23<sup>1</sup> of the *Canadian Charter of Rights and Freedoms* but have been admitted to a French-language school through the school board's admission committee.

Recent immigrant pupils are deemed eligible to generate PANA funding if they meet one of the following two criteria:

- they were born in countries in which neither French nor English is the first language of a majority of the population

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<sup>1</sup> Section 23 refers to linguistic and education rights.

- they were born in countries in which a majority of the population speak a variety of French that is sufficiently different from the French used in Ontario's French-language school boards

Recent immigrants born in the following countries are not eligible for this funding: France, Guadeloupe, Martinique, French Guiana, Réunion Island, Saint Pierre and Miquelon, French Polynesia, New Caledonia, French Southern and Antarctic Lands, Saint Barthélemy, Canada, United Kingdom, Ireland, United States, Australia, and New Zealand.

The two variables used in calculating this funding are as follows:

- the number of eligible pupils who entered Canada in each year since September 2017
- a weighting factor for each of the four years

### Weighting Factors

Year	Start Date	End Date	Weighting Factor
1	September 1, 2020	October 31, 2021	1.0
2	September 1, 2019	August 31, 2020	0.85
3	September 1, 2018	August 31, 2019	0.5
4	September 1, 2017	August 31, 2018	0.25

### Number of Eligible Pupils

Principals are required to report in OnSIS the number of enrolled pupils who entered Canada during the last four years and who were born in a country other than France, Guadeloupe, Martinique, French Guiana, Réunion Island, Saint Pierre and Miquelon, French Polynesia, New Caledonia, French Southern and Antarctic Lands, Saint Barthélemy, Canada, United Kingdom, Ireland, United States, Australia, and New Zealand. Schools are required to attest to reviewing appropriate immigration documentation to support the number of pupils reported as having entered Canada during the last four years.

The PANA allocation is projected to be \$9.9 million in 2021–22.

### Recent Immigrant Supplement

The Recent Immigrant Supplement provides time-limited mitigating funding to school boards that have experienced declines in recent immigrant enrolment levels as a result of COVID-19.

This funding is supplemental to the funding provided through the Recent Immigrant Component of the ESL/ELD Allocation for English-language school boards and the PANA Allocation for French-language school boards, which are based on the number of eligible pupils who entered Canada in each year and a weighting factor for each of the four years funded under these components.

The Recent Immigrant Supplement uses the 2019–20 total weighted enrolment<sup>1</sup> for each of the four years that generated funding in the 2019–20 school year through the ESL/ELD Recent Immigrant Component and the PANA Allocation to establish a funding minimum and generates top-up funding if actual weighted enrolment falls below this minimum level.

This allocation comprises two components:

### **ESL/ELD Recent Immigrant Supplement Component**

The ESL/ELD Recent Immigrant Supplement Component is calculated as follows:

sum of the weighted number of eligible pupils for each of the four years that generated funding in the 2019–20 school year through the Recent Immigrant Component of the ESL/ELD Allocation

×

\$4,188.00

minus the amount of funding generated by the school board (if greater than zero) for the 2021–22 school year through the Recent Immigrant Component of the ESL/ELD Allocation

### **PANA Recent Immigrant Supplement Component**

The PANA Recent Immigrant Supplement Component is calculated as follows:

sum of the weighted numbers of eligible pupils for each of the four years that generated funding in the 2019–20 school year through the PANA Allocation

×

\$4,188.00

minus the amount of funding generated by the school board (if greater than zero) for the 2021–22 school year through the PANA Allocation

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<sup>1</sup> As per school board submitted data in 2019-20 financial statements. The 2019–20 school year is deemed to be the last year for which immigrant enrolment was not impacted by the pandemic.

The Recent Immigrant Supplement is projected to be \$79.6 million in 2021–22.

## French as a Second Language (FSL) Allocation

FSL funding, available only to English-language school boards, supports the additional costs of providing core French, extended French, and French immersion programs.

### FSL – Elementary

At the elementary level, funding is provided for core and extended French based on enrolment in French programs for students in Grades 4 to 8. French immersion programs, if offered by the school board, are funded based on enrolment in French programs for students in JK to Grade 8.

Current ministry policy requires that each elementary student accumulate at least 600 hours of French-language instruction by the end of Grade 8. School boards are required to plan their French-language programs so that students meet this requirement.

Funding is determined as per the table below.

Program	Average daily length of program	Allocation per pupil enrolled in program
Core (Grades 4 to 8)	20 – 59 minutes	\$310.04
Extended (Grades 4 to 8)	60 – 149 minutes	\$353.21
Immersion (JK/SK, Grades 1 to 8)	150 minutes or more	\$395.15

### FSL – Secondary

The funding is determined according to credits as follows:

Grades	Allocation per-pupil credit – French as a subject	Allocation per-pupil credit – subjects other than French taught in French
9 and 10	\$79.89	\$131.42
11 and 12	\$105.66	\$204.90

The FSL allocation is projected to be \$286.9 million in 2021–22.

## French as a First Language (FFL) Allocation

This funding, available only to French-language school boards, recognizes the higher costs of instructional materials and program support incurred in providing French-language programs.

The funding benchmark is \$776.19 per elementary pupil of the school board enrolled as of October 31, 2021. The benchmark per secondary day-school ADE pupil is \$890.41.

Start-up funding for new French-language elementary schools in French is provided at the rate of \$19,272.44 for each new elementary school established by a school board this year.

The FFL Allocation is projected to be \$91.3 million in 2021–22.

## Actualisation linguistique en français (ALF) Allocation

ALF funding, available only to French-language school boards, is for language instruction to pupils who are entitled to French-language education as identified by the *Canadian Charter of Rights and Freedoms* and who have limited, or no competency, in French.

### Per-Pupil Component

The Per- Pupil Component is calculated by applying the Broader Community Factor (BCF) to a school board's enrolment. This factor is intended to be a proxy measure of a school board's French cultural environment.

The proxy measure is based on the proportion of the school-age population that does not have at least one parent with French as their "First Official Language Spoken."

The BCF is calculated as follows:

The minimum BCF is set at 75 per cent, and it increases on a sliding scale to a maximum of 100 per cent. The BCF is inversely related to the percentage of school-age children with at least one parent with French as their "First Official Language Spoken," as per 2011 Statistics Canada's census data.

The BCF based on the 2011 Census of each school board is listed in the GSN regulation.

The Elementary and Secondary Per-Pupil amounts are as follows:

***Elementary Per-Pupil Amount:***

$$\text{Elementary ADE} \times \text{BCF} \times \$950.82$$

***Secondary Per-Pupil Amount:***

$$\text{Secondary ADE} \times \text{BCF} \times \$414.85$$

**School Component**

The school component is calculated using the definition of a school used in the School Foundation Grant.

***Elementary School Amount:***

$$\text{Total number of elementary schools} \times \$49,709.45$$

***Secondary / Combined School Amount:***

$$\text{Total number of secondary/combined schools} \times \$93,298.89$$

***Secondary/Combined School Size Amount:***

Number of Students	Total Per Secondary/Combined School
0 < ADE < 100	\$87,178.89
100 ≤ ADE < 200	\$130,768.34
200 ≤ ADE < 300	\$174,357.78
300 ≤ ADE < 400	\$217,947.23
ADE ≥ 400	\$261,536.67

**Board Component**

The Board Component for each school board is \$317,347.28.

The ALF Allocation is projected to be \$128.8 million in 2021–22.

# Indigenous Education Grant

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The Indigenous Education Grant provides funding for programs and initiatives to support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives and contributions.

The Indigenous Education Grant comprises the following three allocations:

- Indigenous Languages Allocation – \$14.7 million
- First Nations, Métis, and Inuit Studies Allocation – \$59.6 million
- Board Action Plans (BAP) Allocation – \$22.4 million

To allow school boards to offer these programs despite limited enrolment, the funding benchmarks for First Nations, Métis, and Inuit Studies and Indigenous Languages are based on an average class size of 12 students.

The total Indigenous Education Grant is projected to be \$96.7 million in 2021–22.

## **New in 2021–22**

### ***Indigenous Education Lead Position Fully Transferring to the Program Leadership Grant, and Remaining Per-Pupil Amount (PPA) Transferring to the BAP***

The Indigenous Education Lead (Lead) position is being fully transferred to the Program Leadership Grant (PLG), rather than half funded through the PLG and half funded through the PPA. The remaining funding generated through the PPA is being transferred to the BAP Allocation.

Through the PLG, each school board will now generate 1.0 Supervisory Officer salary and benefits benchmark along with travel and professional development (PD), which is funded at a rate of 10.44 per cent. School boards will continue to be required to spend at least half of the benchmark on the Lead salary and benefits through the PLG, and any remainder must be reported and spent under the BAP Allocation.

### ***Enveloping the Indigenous Languages and First Nations, Métis and Inuit Studies allocations***

The ministry is enveloping the Indigenous Languages and First Nations, Métis and Inuit Studies allocations to ensure funds are directed to support Indigenous learning. Funding generated within each allocation must be spent on the respective program to run these courses, and any funding surplus is to be reported and spent under the Board Action Plan (BAP) Allocation.

## Indigenous Languages Allocation

The Indigenous Languages Allocation supports elementary and secondary Indigenous Languages programs from Junior Kindergarten to Grade 12.

Indigenous Languages funding is based on the number of pupils enrolled and the average daily length of the program as follows:

### Indigenous Languages – Elementary

Minimum length of program / Grades	Staff per 12 elementary students	Allocation per pupil enrolled in the program
20 minutes per day (Grades 1 to 3)	0.20	\$1,452.98
40 minutes per day (Grades 4 to 8)	0.30	\$2,179.47

### Indigenous Languages – Secondary

Grades	Staff per 12 secondary students	Allocation per-pupil credit
9 to 12	0.167	\$1,210.82

For secondary schools only, school boards are required to deliver courses within the Native Languages curriculum if a minimum of 8 secondary pupils of the school board enroll in the course. Combined with funding through the Pupil Foundation Grant, funding for secondary schools through this allocation supports the cost of a teacher when 8 secondary pupils of the school board are enrolled in the course.

To better support Indigenous learning for elementary and secondary pupils, unused Indigenous Languages Allocation funding must be reported and spent under the BAP for Indigenous education. Further details regarding enveloping and financial reporting of Indigenous Languages Allocation funding can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

The Indigenous Languages Allocation is projected to be \$14.7 million in 2021–22.

## First Nations, Métis, and Inuit Studies Allocation

Funding through the First Nations, Métis, and Inuit Studies Allocation supports secondary First Nations, Métis, and Inuit Studies courses<sup>1</sup>.

Funding is based on the same benchmarks used to allocate funding for students enrolled in Indigenous Languages – Secondary programs, as below.

Grades	Staff per 12 secondary students	Allocation per-pupil credit
9 to 12	0.167	\$1,210.82

School boards are required to deliver First Nations, Métis and Inuit Studies courses within the First Nations, Métis, and Inuit Studies curriculum if a minimum of 8 secondary pupils of the board enroll in the course. Combined with funding through the Pupil Foundation Grant, funding through this allocation supports the cost of a teacher when 8 secondary pupils of the board are enrolled in the course.

To better support Indigenous learning for secondary pupils, unused First Nations, Métis, and Inuit Studies Allocation funding must be reported and spent under the BAP for Indigenous education. Further details regarding enveloping and financial reporting of First Nations, Métis, and Inuit Studies Allocation funding can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

The First Nations, Métis, and Inuit Studies Allocation is projected to be \$59.6 million in 2021–22.

## Board Action Plans (BAP) Allocation

The BAP Allocation funds the implementation of programs and initiatives that support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives and contributions.

The BAP Allocation is enveloped to ensure that funds are directed to support Indigenous learning. This requirement complements the *Board Action Plan on Indigenous Education* reporting already in place. Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

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<sup>1</sup> Refer to the Common Course Codes document on the Ministry of Education website for course listings.

The BAP Allocation is calculated as the sum of the following components:

Component	Description	Notes
(A) Total Enrolment	Each school board's share of a total of \$3,300,000 distributed based on school board total student headcount, by range	School Authorities are included as part of the total funding available for (A), (B) and (C).  Enrolment used for (A), (B) and (C) includes students for whom fees are chargeable under the tuition fees regulation.
(B) Indigenous Student Per-Pupil Amount	Each school board's share of a total of \$1,500,000 distributed based on school board voluntary, confidential Indigenous student self-ID data	
(C) Indigenous Student % of Enrolment	Each school board's share of a total of \$1,200,000 distributed based on school board voluntary, confidential Indigenous student self-ID data as a percentage of school board total student headcount, by range	
(D) NHS-Based Per-Pupil Amount	Greater of \$0 or $(ADE \times \text{estimated NHS percentage of enrolment that is Indigenous} \times \text{PPA weighting factor} \times \$195.32 \text{ minus } \$167,146.44^1)$	

### ***Estimating the NHS Percentage of Enrolment that is Indigenous in a School Board***

The following describes how the ministry estimates the NHS percentage of a population that is Indigenous in a school board within component (D):

- The percentage of child-aged population that is Indigenous is derived from 2011 NHS data at a census sub-division (CSD) level
- The enrolment of a CSD is calculated by taking the sum of enrolments of all facilities of the school board operating within the CSD
- The percentage for the school board is derived by taking the weighted average (using the CSD share of school board enrolment over all the enrolment in CSDs in which the school board operates) of the CSD level percentages

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<sup>1</sup> Reflects 1.0 SO salary and benefits benchmark for 2021–22.

The estimated NHS percentage of population that is Indigenous for each school board is listed in the GSN regulation.

***PPA Weighting Factor***

A weighting factor is applied within component (D) to direct more funding to school boards with a higher estimated proportion of their population that is Indigenous.

<b>Estimated NHS percentage of student population that is Indigenous</b>	<b>PPA Weighting Factor</b>
between 0% and 7.49%	1
between 7.5% and 14.99%	2
15% or more	3

Each school board's BAP Allocation is set out in the GSN regulation.

The BAP Allocation is projected to be \$22.4 million in 2021–22.

# Geographic Circumstances Grant

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The Geographic Circumstances Grant recognizes the additional costs of operating small schools that are isolated and costs that are associated with the geography of school boards, including school board size and school dispersion.

The Geographic Circumstances Grant comprises the following five allocations:

- Remote and Rural Allocation – \$118.9 million
- Supported Schools Allocation – \$73.1 million
- Rural and Northern Education Fund Allocation – \$21.6 million
- Additional Educational Software Licensing Top-Up Allocation – \$2.3 million
- Student Technological Devices Top-Up Allocation – \$0.5 million

The total Geographic Circumstances Grant is projected to be \$216.4 million in 2021–22.

## New in 2021–22

### ***Additional Educational Software Licensing Top-Up***

The Additional Educational Software Licensing Top-Up Allocation is being increased as the ministry's last term-limited licences for digital learning tools expire. This top-up is being increased to ensure every school board receives a minimum of \$50,000. The Additional Educational Software Licensing per-pupil amount within the Pupil Foundation Grant is also increasing to reflect the additional available funds.

### ***Differentiated Funding for Online Learning***

The Supported Schools Allocation reflects updates to the secondary Pupil Foundation Grant staffing benchmarks to reflect differentiated funding for online learning.

### ***Student Technological Devices Component Top-Up***

As part of the realignment of supports for COVID-19 in 2021-22, in addition to the per-pupil amount being integrated into the Pupil Foundation Grant, a top-up allocation is provided to ensure every school board receives a minimum of \$50,000 for student technology-related costs.

## Remote and Rural Allocation

The Remote and Rural Allocation supports the higher cost of purchasing goods and services for small school boards, as well as for school boards that are distant from major urban centres, and for school boards with schools that are distant from one another.

The allocation is calculated by summing the amounts determined for the School Board Enrolment, Distance/Urban Factor/French-Language Equivalence, and School Dispersion Components.

## School Board Enrolment

This component recognizes that smaller school boards may have higher per-pupil costs for goods and services. School board funding is calculated by multiplying the per-pupil amount based on day-school ADE, shown in the table below, by the day-school ADE of the school board.

Enrolment	Per-Pupil Amount
$0 < \text{ADE} < 4,000$	$\$331.73 - (\text{Day-School ADE} \times \$0.01801)$
$4,000 < \text{ADE} < 8,000$	$\$259.68 - ([\text{Day-School ADE} - 4,000] \times \$0.02069)$
$\text{ADE} \geq 8,000$ or more	$\$176.92 - ([\text{Day-School ADE} - 8,000] \times \$0.02212)^*$

\*If amount calculated above is negative, it is deemed to be zero.

## Distance/Urban Factor/French-Language Equivalence

This component takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres. This component also recognizes that, much like remote school boards, French-language school boards operating in a minority language context face higher costs in obtaining goods and services.

### *Factors Used to Calculate Funding*

Distance to Urban Centre	Distance is measured by road distance from the central school board office to the nearest city with a population of at least 200,000 based on the 2011 Census (i.e. Toronto, Ottawa, Hamilton, London, Windsor, Brampton, Kitchener, Mississauga, Markham or Vaughan).
Urban Factor	Each school board's urban factor is based on municipal organizations and population data from the 2011 Census. The process used to calculate the urban factor is described below.

## Urban Factor Calculation

1. For each school facility in the school board, the school facility is first mapped to a CSD using its postal code. The Urban Factor for the school facility is then calculated using the following approach:

<b>CSD Based on School's Postal Code with a Population of</b>	<b>Urban Factor for School Facility</b>
0 – 24,999	1
25,000 – 199,999	$1 - [(population - 25,000)/175,000]$
200,000 or more	0

2. The Urban Factor determined above is multiplied by the ADE of the school facility.
3. The products determined in step 2 for each school facility are then summed for the school board and divided by the total ADE of the school board to get the school board's Urban Factor.

Each school board's distance and urban factor are set out in the GSN regulation.

## Tiered Per-Pupil Amounts

The following table is used to calculate the per-pupil amount based on distance.

<b>Distance</b>	<b>Per-Pupil Amount</b>
0 to < 150 kilometres	\$0
150 to < 650 kilometres	$\$1.13172 \times (Distance - 150)$
650 to < 1,150 kilometres	$\$565.86 + [\$0.15230 \times (Distance - 650)]$
1,150+ kilometres	\$642.01

## *Calculating Distance/Urban Factor/French-Language Equivalence Funding*

Funding through the Distance/Urban Factor/French-Language Equivalence component is calculated using the three steps described below.

Step 1: Calculate Per-Pupil Amount Based on Distance to Major Urban Centre	The per-pupil amount is calculated using the table above applying the distance to major urban centre.
Step 2: Calculate Distance/Urban Funding	Multiply the per-pupil amount calculated in Step 1 by the urban factor, and then multiply by the total ADE.

Step 3: Determine French-Language Equivalence for French-Language School Boards	French-language school boards receive the higher of the amount calculated in step 2 or a distance allocation of \$184.85 per pupil multiplied by the total ADE.
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## School Dispersion

This component recognizes the higher costs of providing goods and services to students in widely dispersed schools.

This dispersion distance is expressed by combining the following:

- the average distance between a board's schools, calculated based on the shortest unique road route linking all the schools in a school board, weighted at 0.8
- the average road distance between the central school board office and each school of the board, based on the shortest unique road route linking the school board office with each school, weighted at 0.2

Only school boards with an average dispersion distance greater than 14 kilometres qualify for funding under the dispersion component.

### *Dispersion Distances*

Each school board's average school dispersion distances are set out in the GSN regulation.

## Calculating Funding Related to School Dispersion

Funding through the School Dispersion component is calculated for school boards with an average dispersion distance greater than 14 kilometres using the two steps described below.

Step 1: Calculate Per-Pupil Amount Based on School Dispersion	\$5.95470 x (allocation method dispersion distance – 14 km)
Step 2: Determine School Dispersion Funding	Multiply the per-pupil amount from Step 1 by total ADE

The Remote and Rural Allocation is projected to be \$118.9 million in 2021–22.

## Supported Schools Allocation

The Supported Schools Allocation provides additional funding for teaching and ECE staff to improve the viability of supported schools.

In conjunction with the definition of a school used in the School Foundation Grant, the following schools are deemed “supported”:

- an elementary school where the next closest elementary school of the board is at least 20 kilometres away
- a secondary or combined elementary/secondary school where the next closest secondary or combined elementary/secondary school of the board is at least 45 kilometres away

Supported schools are referred to as “outlying schools” in the GSN regulation.

Under this allocation, funding is designed to work with the Pupil Foundation Grant so that together:

- supported elementary and combined elementary/secondary schools with 50 or more elementary students generate funding for a minimum of 7.5 FTE elementary teachers
- supported elementary and combined elementary/secondary schools with at least 16 Junior Kindergarten or Senior Kindergarten students generate funding for a minimum of 1.0 FTE ECEs
- supported secondary and combined/elementary schools with 50 or more secondary students generate funding for a minimum of 14 FTE secondary teachers

Funding through the Supported Schools Allocation is calculated as the sum of the funding for the following:

Elementary Teachers + Early Childhood Educators + Secondary Teachers

### Elementary and Combined Supported Schools (Elementary Portion)

#### Funding for Elementary Teachers

The Supported Schools Allocation is designed to provide incremental funding for elementary teachers beyond what is funded through the Pupil Foundation Grant.

Supported Schools Allocation funding for elementary teachers is calculated as follows:

Step 1: Determine the minimum FTE of elementary teachers that the school generates using the following table:

Elementary ADE	Minimum Elementary Teacher FTE
$0 < \text{Elementary ADE} < 50$	Greater of 1 or $[42.5/49 + (6.5/49 \times \text{Elementary ADE})]$
$\text{Elementary ADE} \geq 50$	7.5

Step 2: Determine the FTE of elementary teachers that would be generated through the Pupil Foundation Grant by the elementary pupils enrolled in the elementary or combined supported school.

This calculation for the allocation method is shown in the formula below:

**Pupil Foundation Grant Elementary FTE:**

$$\begin{aligned}
 & (0.04677 \times \text{JK and SK ADE}) \\
 & \quad + \\
 & (0.06018 \times \text{Grades 1 to 3 ADE}) \\
 & \quad + \\
 & (0.04878 \times \text{Grades 4 to 8 ADE})
 \end{aligned}$$

Step 3: Subtract the number of FTE elementary teachers funded through the Pupil Foundation Grant from the minimum FTE of elementary teachers determined in Step 1. This represents the number of additional elementary teachers that need to be funded through the Supported Schools Allocation.

If this calculation results in a negative number, the FTE of elementary teachers is deemed to be zero.

Step 4: Multiply the FTE of elementary teachers determined in Step 3 by the benchmark teacher salary with benefits.

**Funding for Early Childhood Educators (ECEs)**

Funding for ECEs in elementary and combined elementary/secondary supported schools is based on the following:

- at least 16 ADE and less than 42 ADE in Junior Kindergarten or Senior Kindergarten generate funding for a minimum of 1.0 FTE ECEs
- at least 42 ADE in Junior Kindergarten or Senior Kindergarten generate funding for a minimum of 2.0 FTE ECEs

Schools with less than 16 ADE in Junior Kindergarten and or Senior Kindergarten do not generate funding for a minimum number of ECEs.

The number of additional FTE ECEs funded through the Supported Schools Allocation is determined by subtracting the FTE of ECEs funded through the Pupil Foundation Grant from the minimum FTE of ECEs determined above. This is shown in the table below:

<b>JK/SK ADE</b>	<b>Funded FTE Early Childhood Educators (ECEs)</b>
$16 \leq \text{ADE} < 42$	greater of $[1.0 - (0.03911 \times \text{JK/SK ADE})]$ or 0
$\text{ADE} \geq 42$	greater of $[2.0 - (0.03911 \times \text{JK/SK ADE})]$ or 0

The total funding for ECEs is calculated by multiplying the staffing determined above by the benchmark ECE salary with benefits.

## **Secondary and Combined Elementary/Secondary Supported Schools (Secondary Portion)**

### ***Funding for Secondary Teachers***

The Supported Schools Allocation is designed to provide incremental funding for secondary teachers beyond what is funded through the Pupil Foundation Grant (and in the case of the French-language school boards, the Secondary School Size Amount of the ALF Allocation), including a minimum of 14 FTE teachers for secondary or combined supported schools with 50 or more secondary ADE.

Supported Schools Allocation funding for secondary teachers is calculated as follows:

Step 1: Determine the minimum FTE of secondary teachers that the school generates using the following formula:

#### **Minimum Secondary Teacher FTE:**

Greater of 1 OR  $[\text{Lesser of } 14 \text{ or } (36/49 + 13/49 \times \text{Secondary ADE})]$

Step 2: Determine the FTE of secondary teachers that would be generated through the Pupil Foundation Grant by the number of secondary pupils enrolled in the secondary or combined elementary/secondary supported school. This calculation is shown in the formula below:

#### **Pupil Foundation Grant Secondary Teacher FTE:**

$0.05515^1 \times \text{Secondary ADE}$

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<sup>1</sup> Staff per pupil amount for classroom teacher based on the Secondary Pupil Foundation Allocation, which includes differentiated funding for online learning.

Step 3: Subtract the FTE of secondary teachers funded through the Pupil Foundation Grant from the minimum FTE of secondary teachers determined in Step 1. This represents the FTE of additional secondary teachers that needs to be funded through the Supported Schools Allocation.

If this calculation results in a negative number, the FTE of secondary teachers is deemed to be zero.

Step 4: Multiply the FTE of secondary teachers determined in Step 3 by the benchmark teacher salary with benefits. In the case of French-language school boards, this amount is adjusted by any funding generated by the school through the Secondary School Size Amount of the ALF Allocation.

The Supported Schools Allocation is projected to be \$73.1 million in 2021–22.

## **Rural and Northern Education Fund (RNEF) Allocation**

The RNEF Allocation is dedicated funding to further improve education for students from rural and northern communities.

Funding is allocated to school boards based on the number of rural students and two factors measuring the density of rural student enrolment in the school board.

School boards may use the funding for rural education based on local needs, such as the following:

- improving programming and support services in rural schools (e.g. French immersion, arts education and guidance counselling)
- continuing the operation of rural schools
- enhancing student transportation options such as late bus runs and mobile online learning through tablets or Wi-Fi

Funding allotted to the school board may be used for board-level expenses which support students from rural communities (e.g. transportation) or for school-level expenses using the 'List of Schools Eligible for Rural and Northern Education Fund Allocation' provided on the [Ministry of Education website](#).

The list comprises schools in which at least half of the students are from rural communities, with modifications made by board of trustees' motion. This list can be modified further to include other schools through board of trustees' motion based on the following parameters:

- where the school is the last one in the community served by the school board
- there are no other public services in the community (e.g. hospital, library)

- it is remote from other schools of the board and the school board has determined it to be an unreasonable distance to travel if the school were to close
- where the school board has determined that rural students make up a large portion of the student population of that school

School boards are required to publicly post details of RNEF expenditures as well as those schools in which RNEF funding was spent.

Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

## **RNEF Methodology**

The RNEF Allocation is calculated based on the estimated number of rural students, the rural density factor and the rural density ratio as follows:

$$\begin{array}{c} \text{Number of rural students} \times \$121.14 \\ \times \\ [(\text{rural density factor} + \text{rural density ratio}) \div 2] \end{array}$$

The Toronto District School Board and the Toronto Catholic District School Board are not eligible for funding through the RNEF.

Each school board's estimated number of rural students, rural density factor and rural density ratio for the RNEF Allocation are set out in the GSN regulation.

### **Number of Rural Students**

For RNEF funding purposes, rural students are defined as students living in rural areas or population centres with a 2016 Census population less than 10,000.

A population centre is defined by Statistics Canada as a community with a population of at least 1,000 and a population density of at least 400 people per square kilometre.

A rural area is defined by Statistics Canada as an area that lies outside of a population centre, that is, the area does not meet the thresholds noted.

Students are mapped to population centres and rural areas using student postal code information from OnSIS and the Postal Code Conversion File from Statistics Canada.

### **Rural Density Factor**

The rural density is first calculated by dividing the rural enrolment of the school board by the rural area of the school board. The rural area of the school board is determined by taking the area of the school board that lies outside the geographic boundaries of the population centres with a 2016 Census population of 10,000 or more.

The rural density factor is then calculated based on the following:

- a) If the rural density is less than 0.1, the rural density factor is 1.
- b) If the rural density is more than 4, the rural density factor is 0.
- c) A non-linear scaling function is used to map rural density between these values. The scaling function is set so that school boards with a rural density near the provincial average receive a rural density factor of about 0.5.

The rural density factor is inversely related to the rural density – school boards with a lower rural density (i.e. a smaller number of students dispersed over a larger area) receive a higher rural density factor, except where the minimum and maximum limits are reached.

### **Rural Density Ratio**

The rural density ratio measures the rural density relative to the total density of the school board. This ratio is between 0 and 1 for all school boards and is calculated as follows:

$$[\text{rural enrolment} \div \text{rural area (km}^2\text{)}] \div [\text{total enrolment} \div \text{total area (km}^2\text{)}]$$

The RNEF Allocation is projected to be \$21.6 million in 2021–22.

## **Additional Educational Software Licensing Top-Up Allocation**

School boards may be eligible for top-up funding to supplement the additional per-pupil funding available in the Pupil Foundation Grant to purchase digital learning tools.

School boards will generate a top-up allocation where the Additional Educational Software Licensing component in the Pupil Foundation Grant does not equal at least \$50,000.

Funding through this allocation is calculated as:

The greater of A or B, where:

(A) = \$50,000 minus the school board's Additional Educational Software Licensing component amount in the Pupil Foundation Grant

(B) = zero

The Additional Educational Software Licensing Top-up Allocation is projected to be \$2.3 million in 2021–22.

## Student Technological Devices Top-Up Allocation

School boards may be eligible for top-up funding to supplement the additional per-pupil funding available in the Pupil Foundation Grant to purchase technological devices for students.

School boards will generate a top-up allocation where the Student Technological Devices component in the Pupil Foundation Grant does not equal at least \$50,000.

Funding through this allocation is calculated as:

The greater of A or B, where:

(A) = \$50,000 minus the school board's Student Technological Devices component amount in the Pupil Foundation Grant

(B) = zero

The Student Technological Devices Top-up Allocation is projected to be \$0.5 million in 2021–22.

# Learning Opportunities Grant

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The Learning Opportunities Grant (LOG) provides funding for a range of programs to help students who are at greater risk of poor academic achievement, including providing supports for de-streaming as well as learning recovery programming and supports that are responsive to the challenges that students are experiencing as a result of the COVID-19 pandemic.

The Learning Opportunities Grant comprises the following eight allocations:

- Demographic Allocation – \$376.0 million
- Targeted Student Supports (TSS) Envelope – \$102.5 million
  - Literacy and Math Outside the School Day Allocation – \$18.1 million
  - Student Success, Grades 7 to 12 Allocation – \$51.7 million
  - Grade 7 and 8 Literacy and Numeracy and Student Success Teachers Allocation – \$24.2 million
  - Tutoring Allocation – \$8.4 million
- Experiential Learning (EL) Envelope – \$72.0 million
  - Specialist High Skills Major (SHSM) Allocation – \$42.4 million
  - Experiential Learning (EL) Allocation – \$12.1 million
  - Outdoor Education Allocation – \$17.5 million

The LOG is projected to be \$550.5 million in 2021–22.

## New in 2021–22

### ***Transfer of \$23.6 million for Specialist High Skills Major (SHSM) into the GSN***

The \$23.6 million for SHSM, which was previously funded through PPF, is being transferred into the GSN. This funding will flow through the existing SHSM Allocation within the Learning Opportunities Grant.

Specialist High Skills Major programs will continue to allow students in Grades 11 and 12 to customize their education and explore future careers by focusing their learning on one of 19 economic sectors while meeting the requirements of the Ontario Secondary School Diploma.

Students will continue to gain sector-specific skills, knowledge and training in the context of education and career/life planning activities that assist them in their planning and transition from secondary school to apprenticeship training, college, university, or the workplace.

## Demographic Allocation

The largest portion of LOG funding is flowed through the Demographic Allocation, which provides funding based on social and economic indicators that are associated with students having a higher risk of academic difficulty. This allocation supports school boards in offering a wide range of programs tailored to the local needs of their students. Examples of programs include provision of nutrition programs, homework clubs, reading recovery, and withdrawal for individualized support. School boards have considerable latitude in determining the type of program and support that they provide with this funding.

Funding for the Demographic Allocation provides a greater share of funding to school boards with the largest number of students at risk because of social and economic factors.

The following socio-economic indicators have been derived from 2006 Statistics Canada's census data:

Indicator	Description (2006 Census)	Weight
Low Income	Percentage of school-aged children in households with income below the low-income cut-off (LICO) point (after tax)	50%
Recent Immigration	Percentage of school-aged children who immigrated to Canada between 2001 and 2006	25%
Low Parental Education	Percentage of the adult population having less than a high school diploma or equivalent	12.5%
Lone Parent Status	Percentage of school-aged children in a household led by a single parent	12.5%

Using the enrolment data provided by school boards and data from the 2006 Census on the socio-economic indicators, the Demographic Allocation is calculated as follows:

$$\text{School LOG Funding} = \text{School Funding Units} \times \text{Funding Unit Value}$$

$$\text{Funding Unit Value} = \text{Total Funding Available} \div \text{Total Funding Units}$$

The following elements are applied when performing the calculation above:

1. Schools are ranked for each indicator.
2. Based on their variable ranks, schools generate per-pupil funding units according to the funding unit scale. The 40 per cent of schools with the highest at-risk indicator for a given variable receive funding units. The funding unit scale

provides a gradual increase in the per-pupil amount generated based on the level of risk in the school.

3. The per-pupil funding units for each indicator are multiplied by the enrolment of the school to create a school-level funding unit total for the indicator. Funding units for all indicators are summed to produce total school funding units.
4. The total funding amount is distributed on a school basis proportional to the funding units and the socio-economic indicator weighting.
5. School funding is summed to determine total funding for each school board.

Each school board's allocation for the Demographic Allocation is set out in the GSN regulation.

The Demographic Allocation is projected to be \$376.0 million in 2021–22.

## **Targeted Student Supports (TSS) Envelope**

The TSS Envelope includes the following four allocations:

- Literacy and Math Outside the School Day Allocation – \$18.1 million
- Student Success, Grades 7 to 12 Allocation – \$51.7 million
- Grade 7 and 8 Literacy and Numeracy and Student Success Teachers Allocation – \$24.2 million
- Tutoring Allocation – \$8.4 million

School boards must use the allocations above only for these programs and must report any unspent funding as deferred revenue for future spending in these programs. There is flexibility in how school boards may use some of the individual allocations within the TSS Envelope, as long as the funds in total are spent on the four programs in the envelope. Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

Additional reporting requirements outside of EFIS and details about how this funding may be used are outlined in the *Targeted Student Supports Guiding Principles* document. This document will be shared by the Student Achievement Division of the ministry.

## **Literacy and Math Outside the School Day Allocation**

The Literacy and Math Outside the School Day Allocation provides funding for additional supports to enhance the literacy and math skills of students facing barriers to meeting the curriculum standards and/or the requirements of the Grade 10 literacy test. Funding

for eligible day school students (excluding adult and fully<sup>1</sup> high-credit day school) as well as adults who are parents or guardians of students in any grade is \$6,989 per ADE.

Continuing education students, as well as adult and fully high-credit day school students enrolled in these courses, are funded through the Continuing Education and Other Programs Grant at the rate for Adult Day, High-Credit Secondary Day, and Continuing Education, which is \$3,588 per ADE.

Programs funded through this allocation may be provided during the summer and during the school year outside the regular school day only for the following non-credit classes:

- a non-credit class or course that includes literacy and/or math for Grade 7 or 8 students for whom a remedial program in literacy and/or math has been recommended by the principal of the day school to support a successful transition to Grade 9 and the de-streamed Grade 9 Math course
- a non-credit class in literacy and/or math for students in Grades 9 to 12 for whom a Grade 9 or 10 remedial program in literacy and/or math has been recommended by the principal of the day school
- A non-credit class in literacy and/or math for continuing education students for whom a Grade 9 or 10 remedial program in literacy and/or math has been recommended by a principal
- a non-credit literacy and/or math class or course for adults who are parents or guardians of students in any grade for whom the principal of the school has recommended a remedial course in literacy and/or math

Principal recommendations may be based on evidence from sources such as conversations with students' teachers, EQAO data, attendance data, report card marks, etc., and must be recorded for audit purposes.

In addition, transportation for pupils enrolled in summer school literacy and math programs is provided as follows:

$$\begin{aligned} &[(\text{Transportation Grant for the school board} - \\ &\text{Provincial Schools Transportation funding amount for the school board}) \div \\ &\text{ADE of pupils of the board}] \times \\ &\text{ADE of Grades 7 to 12 summer literacy and math programs} \times 3 \end{aligned}$$

Funding through the School Facility Operations and Renewal Grant is also provided for students in Grade 7 to 12 summer literacy and math programs.

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<sup>1</sup> A fully High-Credit Day School student is a day school student who generates no regular day-school ADE (i.e. the day school student generates all day school funding at the High-Credit Day School ADE rate).

The Literacy and Math Outside the School Day Allocation, which is part of the TSS Envelope, is projected to be \$18.1 million in 2021–22.

## Student Success, Grade 7 to 12 Allocation

The purpose of this allocation is to create more equitable outcomes for students and assist students who may not otherwise reach their full potential for achievement and well being. This funding is to be used to support opportunities for students to engage and re-engage in their learning, meet provincial standards (including in the de-streamed Grade 9 Math course), engage in effective education and career/life planning, meet graduation requirements (including passing the Grade 10 literacy test), and make successful transitions to their initial post-secondary destination (i.e. apprenticeship, college, community living, university and workplace).

These funds can also be leveraged to support targeted learning recovery programming and well-being supports that are responsive to the challenges that students are experiencing as a result of the COVID-19 pandemic.

Funding for the Student Success, Grade 7 to 12 Allocation is allocated as follows:

Item	Component	Amount <sup>1</sup>	Description	School Board Share Calculation
(A)	Enrolment	58% (\$29.8 million)	based on enrolment in Grades 4 to 12	Grades 4 to 8 ADE × \$13.17 + Grades 9 to 12 ADE × \$32.98
(B)	Demographic	26% (\$13.2 million)	based on the school board's share of the Demographic Allocation of LOG	School board's Demographic Allocation / Total Provincial Demographic Allocation <sup>2</sup> × \$13,246,923
(C)	Dispersion	12% (\$6.1 million)	using the same factors that are used in the Remote and Rural Allocation <sup>3</sup>	(Grades 4 to 8 ADE × 0.25 + Grades 9 to 12 ADE × 0.68) × Dispersion Distance

<sup>1</sup> Percentages may not add due to rounding.

<sup>2</sup> Each school board's Demographic Allocation is set out in the GSN regulation.

<sup>3</sup> Each school board's Student Success Dispersion Distance is set out in the GSN regulation.

Item	Component	Amount <sup>1</sup>	Description	School Board Share Calculation
(D)	Transportation	5% (\$2.4 million)		[(Student Transportation Grant) minus (Provincial Schools Transportation Funding Amount)] × 0.0023
Total Student Success <sup>1</sup> = (A) + (B) + (C) + (D)				

The Student Success, Grade 7 to 12 Allocation, which is part of the TSS Envelope, is projected to be \$51.7 million in 2021–22.

## Grade 7 and 8 Student Success and Literacy and Numeracy Teachers Allocation

The purpose of the Grade 7 and 8 Student Success and Literacy and Numeracy Teachers Allocation is to support the costs of Grade 7 and 8 Student Success and literacy and numeracy teachers.

Student Success teachers track the progress of students who face barriers to consistent success, support school-wide efforts to improve outcomes for students who are not achieving consistent academic success, provide direct support/instruction to students in order to improve student achievement, retention, and transitions, and work with families and the community to support student success. Student Success teachers are a critical resource for re-engaging and supporting Grades 7 and 8 students who have faced barriers to success as a result of the COVID-19 pandemic. Targeted transition planning and supports should also prepare students for success in Grade 9, including the de-streamed Grade 9 Math course.

### Grade 7 & 8 Student Success and Literacy and Numeracy Teachers:

$$\$27.90 \times \text{ADE (Grades 4 to 8)} \times (1 + \text{Average Elementary Qualifications \& Experience Factor})$$

The Grade 7 and 8 Student Success and Literacy and Numeracy Teachers Allocation, which is part of the TSS Envelope, is projected to be \$24.2 million in 2021–22.

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<sup>1</sup> Lakehead DSB also receives \$90,000 for the Territorial Student Program

## **Tutoring Allocation**

The Tutoring Allocation supports school boards in initiating and expanding before- and after-school, weekend, and summer tutoring programs that provide extra help to students who are not yet achieving the provincial standard in reading, writing, or mathematics. Tutoring supports may be targeted towards supporting successful transition into the de-streamed Grade 9 Math course.

School boards can work with schools to design and structure the tutoring programs to best fit their needs. The ministry encourages partnerships with existing community-based organizations that provide tutoring services for students as well as students (K to 12) who have faced barriers to success as a result of the COVID-19 pandemic.

The funding is calculated using total elementary and secondary ADE and a per-pupil amount of \$4.19.

The Tutoring Allocation, which is part of the TSS Envelope, is projected to be \$8.4 million in 2021–22.

## **Experiential Learning (EL) Envelope**

The EL Envelope includes the following allocations in 2021–22:

- Specialist High Skills Major (SHSM) Allocation – \$42.4 million
- Experiential Learning Allocation – \$12.1 million
- Outdoor Education Allocation – \$17.5 million

School boards must use the allocations above only for these programs and must report any unspent funding as deferred revenue for future spending in these programs. There is flexibility in how school boards may use some of the individual allocations within the EL Envelope, as long as the funds in total are spent on the three programs in the envelope. Experiential learning can benefit all students by providing meaningful and engaging opportunities and supporting students' education and career/life planning. These programs can be particularly beneficial to students who may be at greater risk of poor academic achievement. Equity and inclusion are important aspects of program planning and implementation. Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

## Specialist High Skills Major (SHSM) Allocation

The [SHSM](#) program allows students to customize their education to suit their interests and needs, by focusing their learning on a particular economic sector, and a potential future career. These programs help more students gain the competitive edge they need to succeed, now and in the future, in sectors such as agriculture, manufacturing, and health and wellness.

The SHSM amounts are set out in the GSN regulation<sup>1</sup>.

The eligible expenditures for SHSM programs are outlined in the SHSM Spending Guidelines. SHSM funding is used to support implementation expenditures including the following:

- students' certification and training programs
- tracking students' completion of the SHSM components
- equipment purchases and consumable expenditures related to SHSM program requirements
- promotion and marketing
- teacher professional development

As in past years, additional reporting requirements outside of EFIS and OnSIS will be shared with SHSM board leads by the Student Achievement Division of the ministry.

The SHSM Allocation, which is part of the EL Envelope, is projected to be \$42.4 million in 2021–22.

## Experiential Learning (EL) Allocation

The EL Allocation provides funding for staffing, supports and opportunities for students to participate in learning experiences connected to a community or economic sector, reflect on those experiences to derive meaning, and then apply their learning in various aspects of their lives, including education and career/life planning.

The Experiential Learning Allocation is the sum of the base amount and additional amount:

(1) Base amount of \$ 87,178.89

(2) Additional amount allocated as follows:

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<sup>1</sup> Additional funding will be provided to school boards through a Priorities and Partnerships Funding (PPF) transfer payment.

Item	Component	Amount <sup>1</sup>	Description	School Board Share Calculation
(A)	Enrolment	57% (\$3.3 million)	based on enrolment in Kindergarten to Grade 12	Total ADE × \$1.654394
(B)	Demographic	26% (\$1.5 million)	based on the school board's share of the Demographic Allocation of LOG	School board's Demographic Allocation/Total Provincial Demographic Allocation <sup>2</sup> × \$1,505,079.64
(C)	Dispersion	12% (\$0.7 million)	using the same factors that are used in the Remote and Rural Allocation <sup>3</sup>	Total ADE × 0.032749 × Dispersion Distance
(D)	Transportation	5% (\$0.3 million)		[(Student Transportation Grant) minus (Provincial Schools Transportation Funding Amount)] × 0.00026657
Total additional amount = (A) + (B) + (C) + (D)				

Additional reporting requirements outside of EFIS and details about how this funding may be used are outlined in the *Experiential Learning Guiding Principles* document and will be shared by the Student Achievement Division of the ministry.

The Experiential Learning Allocation, which is part of the EL Envelope, is projected to be \$12.1 million in 2021–22.

## Outdoor Education Allocation

This funding is intended to provide elementary and secondary students with learning experiences in the outdoors.

<sup>1</sup> Percentages may not add due to rounding.

<sup>2</sup> Each school board's Demographic Allocation is set out in the GSN regulation.

<sup>3</sup> Each school board's Student Success Dispersion Distance is set out in the GSN regulation.

The funding is based on the following calculation:

$$\$5,000 \text{ per school board} + (\$8.51 \times \text{ADE})$$

More information on reporting requirements will be communicated by the Student Achievement Division of the ministry through a memo to Directors of Education.

The Outdoor Education Allocation, which is part of the EL Envelope, is projected to be \$17.5 million in 2021–22.

# Mental Health and Well-Being Grant

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The Mental Health and Well-Being Grant provides funding for frontline mental health workers in secondary schools to provide direct service, reduce wait times, improve access to critical services, and to strengthen positive school climates that support the continued learning and well-being of students who are suspended/expelled or at risk of being suspended/expelled. This grant also provides targeted funding for select secondary schools in priority urban neighbourhoods.

The Mental Health and Well-Being Grant comprises the following four allocations:

- Mental Health Workers Allocation – \$25.4million
- Supporting Student Mental Health Allocation – \$10.0 million
- Safe and Accepting Schools Allocation – \$41.0 million
- Urban and Priority High Schools Allocation – \$10.0 million

The Mental Health and Well-Being Grant is projected to be \$86.3 million in 2021–22.

## **New in 2021–22**

### ***Supporting Student Mental Health Allocation***

As part of the realignment of supports for COVID-19 for the 2021–22 school year, the ministry is integrating the \$10 million for mental health supports into a new Supporting Student Mental Health Allocation. This continued funding is intended to foster the learning and well-being of students.

School boards may use this funding for the following student mental health related purposes:

- employ mental health professionals to directly support students
- provide professional learning and training for educators, school-based mental health professionals, and system leaders
- collaborate with community mental health providers to ensure pathways to care for students requiring more intensive supports are available
- student engagement opportunities regarding mental health
- the collection, analysis and reporting of student mental health related information

School boards have the flexibility to utilize this funding to address local priorities both at the elementary and secondary panels to support student mental health.

## Mental Health Workers Allocation

The Mental Health Workers Allocation supports overall student mental health and ensures the best outcomes for students and their families. This allocation has two components:

- Mental Health Workers Staffing Component
- Data and Information Collection Component

### Mental Health Workers Staffing Component

The Mental Health Worker Staffing Component provides targeted funding for regulated mental health workers in secondary schools, whose roles include the following:

- provide direct services to students
- support school strategies for prevention, early identification and promotion of mental health
- support enhanced access through referrals to community mental health services for students requiring more intensive mental health support

Regulated mental health professionals may include social workers, psychologists and psychotherapists.

The funding formula ensures that all school boards with a secondary school will have a minimum of one FTE mental health worker, regardless of school board size and geography.

The Mental Health Workers Staffing Component for each school board is the sum of the FTE Base Component and FTE Top-Up Component, as below:

#### ***FTE Base Component:***

$$1.54 \times \text{Professional/Para-professional benchmark of } \$75,663.41$$

#### ***FTE Top-Up Component:***

$$\text{School Board's Secondary ADE} \times \text{Weighting Factor} \times \$28.33$$

where:

$$\begin{aligned} \text{Weighting factor}^1 &= \\ (699 \div \text{school board's average secondary school size}) &\times \text{Scaling Factor} \end{aligned}$$

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<sup>1</sup> The Weighting Factor is calculated based on a provincial average secondary school ADE (699 for 2021-22 based on projections).

School board's average secondary school size =  
 secondary ADE ÷ (number of secondary schools + number of combined schools)

School Board's Average Secondary School Size	Scaling Factor
Less than 200	0.5
200 to <400	0.6
400 to <600	0.7
600 to <800	0.8
800 to <1,000	0.9
1,000+	1.0

Funding through the Mental Health Workers Staffing Component is enveloped, in that it may only be used to support secondary mental health workers. Any unspent funding must be reported as deferred revenue for mental health workers. Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

### ***Data and Information Collection Component***

The Data and Information Collection Component is being provided to assist with the collection of relevant information so that school boards will be able to assess the implementation of the new mental health workers in their schools and make timely evidence-based adjustments.

The funding can be used for related costs, including but not limited to the following:

- setting up data collection, analysis and/or reporting systems
- administrative and/or research related to the collection and reporting of data
- new technology necessary to collect, store and report on the data and training in data collection and use, including privacy protection practices

The Data and Information Collection Component is \$50,000 per school board with secondary schools.

The Mental Health Workers Allocation is projected to be \$25.4 million in 2021–22.

## Supporting Student Mental Health Allocation

The Supporting Student Mental Health Allocation provides funding to school boards to support student mental health in order to foster the continued learning and well-being of students.

School boards may use this funding for the following student mental health related purposes:

- employ mental health professionals to directly support students
- provide professional learning and training for educators, school-based mental health professionals, and system leaders
- collaborate with community mental health providers to ensure pathways to care for students requiring more intensive supports are available
- student engagement opportunities regarding mental health
- the collection, analysis and reporting of student mental health related information

School boards have the flexibility to utilize this funding to address local priorities both at the elementary and secondary panels to support student mental health.

The funding is based on the following calculation: \$100,858 per school board + (\$1.34 x ADE)

The Supporting Student Mental Health Allocation is projected to be \$10.0 million in 2021–22.

## Safe and Accepting Schools Allocation

The Safe and Accepting Schools Allocation is based on enrolment, geographic factors, and social and economic indicators, with all school boards receiving a minimum allocation of \$30,085 for professional support and \$60,168 for programs and support for suspended and expelled students. This allocation is made up of two components:

- Professional Staff Support Component
- Prevention and Program Support Component

Information provided by school boards and 2006 Statistics Canada's census data was used to construct the weighted demographic per-pupil amounts.

The following socio-economic factors based on 2006 Census are used in both the Professional Staff Support and the Prevention and Program Support Components:

- the percentage of school-aged children in households whose income is below the Low-Income Cut-Off (LICO) point (after tax)
- the percentage of adult population having less than a high school diploma or equivalent
- the percentage of children in a household led by a single parent
- the percentage of the child-aged population who are of Indigenous ancestry
- the percentage of school-aged children who immigrated to Canada between 2001 and 2006

## Professional Staff Support Component

This funding supports non-teaching staff such as social workers, child and youth workers, psychologists, educational assistants and attendance counsellors. The activities of these non-teaching staff are critical to preventing and mitigating risk factors for a significant number of students at-risk of suspension/expulsion.

The following table describes how the Professional Staff Support Component is calculated:

Item	Description	Calculation
A	Enrolment	Total ADE x \$3.93
B	Dispersion <sup>1</sup>	(Grades 4 to 8 enrolment x 0.094612) + (Grades 9 to 12 enrolment x 0.252304) x remote and rural dispersion factor
C	Demographic	Total ADE x weighted demographic per pupil <sup>2</sup>
D	Total Component	max [\$30,085, (A + B + C)]

The Professional Staff Support Component is projected to be \$12.8 million in 2021–22.

## Prevention and Program Support Component

The primary purpose of this funding is to support programs for expelled students and students serving long-term suspensions. In addition, this funding can be used to support whole school, classroom and student-level prevention and intervention activities for students in Junior Kindergarten to Grade 12 who have engaged in inappropriate behaviour or are at risk of suspension or expulsion. The following table describes how the Prevention and Program Support Component is calculated:

<sup>1</sup> Each school board's Remote and Rural Dispersion Factors is set out in the GSN regulation.

<sup>2</sup> Each school board's weighted per-pupil amount for Professional Staff Support Component is set out in the GSN regulation.

Item	Description	Calculation
A	Enrolment	Total ADE × \$8.63
B	Dispersion <sup>1</sup>	(Grades 4 to 8 enrolment × 0.207116) + (Grades 9 to 12 enrolment × 0.552314) × remote and rural dispersion factor
C	Demographic	Total ADE × weighted demographic per pupil <sup>2</sup>
D	Total Component	max [\$60,168, (A+ B+C)]

The Prevention and Program Support Component is projected to be \$28.1 million in 2021–22.

The Safe and Accepting Schools Allocation is projected to be \$41.0 million in 2021–22.

## Urban and Priority High Schools Allocation

The ministry recognizes that students living in disadvantaged neighbourhoods may need more support than others. This allocation provides funding to 12 school boards with schools in urban areas that face challenges such as students experiencing poverty, conflict with the law, academic achievement issues, and lack of access to community resources. School boards are required to spend these funds on programs and initiatives that support at-risk students in ministry-approved secondary schools.

Schools work with community partners to develop annual action plans to create supportive conditions necessary for learning, including socio-emotional and academic supports, a safe environment, and opportunities aimed at increasing engagement, student well-being and academic achievement.

Through this initiative schools collaborate with communities to ensure that all students have the opportunities and support that they need to develop to their full potential.

Each school board's allocation for the Urban and Priority High Schools Allocation is set out in the GSN regulation.

The Urban and Priority High Schools Allocation is projected to be \$10.0 million in 2021–22.

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<sup>1</sup> Each school board's Remote and Rural Dispersion Factors is set out in the GSN regulation.

<sup>2</sup> Each school board's weighted per-pupil amount for the Prevention and Program Component is set out in the GSN regulation.

# **Continuing Education and Other Programs Grant**

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The Continuing Education and Other Programs Grant contains multiple components to support a variety of pupils and learning opportunities, primarily outside the regular day school program, including summer school, adult education, international and Indigenous language programs, and other programs to support student achievement and address learning gaps.

The Continuing Education and Other Programs Grant comprises the following:

- Adult Day School Allocation– \$12.5 million
- High-credit Day School Allocation – \$3.7 million
- Summer School Allocation – \$33.6 million
- Continuing Education Allocation – \$76.3 million
- Adult Day School/Continuing Education Supplement – \$22.9 million
- Prior Learning Assessment and Recognition (PLAR) Allocation – \$2.5 million
- International and Indigenous Languages, Elementary (IILE) Allocation– \$23.9 million
- International Student Recovery Amount – Reduction of \$9.0 million

The Continuing Education and Other Programs Grant is projected to be \$166.3 million in 2021–22.

## **New in 2021–22**

### ***Prior Learning Assessment and Recognition***

Prior Learning Assessment and Recognition (PLAR) is now mandatory for all eligible adult learners (mature students). This new approach will better address the needs of adult learners in expeditiously achieving the Ontario Secondary School Diploma (OSSD) and efficiently moving them forward to more opportunities including sustainable employment, postsecondary education and apprenticeship.

## **Adult Day School Allocation**

Pupils who are 21 years of age on or before December 31 of the current school year are adult students for the purposes of funding. Funding is \$3,588 per ADE for adults who are enrolled in regular day school courses, in accordance with the school board's policy on admission of adult pupils.

Total funding for Adult Day School Allocation is projected to be \$12.5 million in 2021–22.

## High-Credit Day School Allocation

High credits are the number of non-exempt credits above the 34-credit threshold being attempted by a non-exempt pupil. School boards will determine the proportion of total credits taken in the day school that are high-credits and apply that proportion to the total minutes of instruction in the pupil's timetable. This calculation will allow for a distinction between regular minutes of instruction and high-credit minutes of instruction for each of the October 31 and March 31 count dates<sup>1</sup>. The minutes of instruction will then be used to calculate regular day school ADE and high-credit day school ADE. Funding is \$3,588 per high-credit day school ADE.

The following pupils and/or credits are exempt from the 34-credit threshold:

### Pupils within Four Years

Pupils who are enrolled in their first four consecutive years of secondary school are exempt from the 34-credit threshold. One of the following two proxies is used to determine whether a pupil is exempt:

	<b>Cohort Proxy</b>	<b>Age Proxy</b>
<b>Applies to:</b>	Pupils whose first enrolment in Grade 9 in a secondary school in an Ontario publicly funded school board or school authority	All other pupils
<b>Exempt in 2021–22 if:</b>	Started Grade 9 in 2018–19 or thereafter	Age as of December 31, 2021 is less than 18.

Note: Reach-ahead credits or specialized courses (e.g. music with the Royal Conservatory) do not indicate the beginning of secondary school for a pupil (i.e. the number of years would not start until the pupil enrolled in Grade 9).

### Pupils with an Individual Education Plan (IEP)

Pupils who have an IEP are exempt from the 34-credit threshold.

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<sup>1</sup> For school boards that have chosen a quadmester or octomester delivery model, the high-credit minutes of instruction are determined by, first, calculating the average number of minutes of instruction based on the 16th day of each quadmester or octomester. Then the high-credit minutes of instruction reported for the October count date will be based on the average of the average number of minutes of instruction per term for the first 2 quadmasters or the first 4 octomesters. For the March count date, the high-credit minutes of instruction reported will be based on the average of the average number of minutes of instruction per term for the last 2 quadmasters or the last 4 octomesters.

## **ESL/ELD/ALF/PANA Courses**

English as a Second Language (ESL) / English Literacy Development (ELD), Actualisation linguistique en français (ALF) and Programme d'appui aux nouveaux arrivants (PANA) credit courses are exempt from the 34-credit threshold. In addition, these credits will continue to be counted as regular credits as opposed to high credits even if they are taken after the pupil has passed the 34-credit threshold.

Total funding for the High-Credit Day School Allocation is projected to be \$3.7 million in 2021–22.

## **Summer School Allocation**

School boards may offer courses for credit, to day-school students, through summer school to meet a variety of student needs. Funding also supports non-credit programs for students with exceptionalities. A summer school class may not begin until after the last school day in the school year, nor may it extend beyond the first day of the following school year and must be provided between 8 a.m. and 5 p.m., Monday to Friday. Funding is \$3,588 per summer school ADE.

Total funding for the Summer School Allocation is projected to be \$33.6 million in 2021–22.

## **Continuing Education Allocation**

Continuing Education provides opportunities for pupils of all ages from September to August to fulfill their secondary school requirements and/or specific credit courses required for entry into postsecondary institutions and apprenticeship programs. The courses may be offered during the day-school instructional program, at night, on the weekend or at the end of the day-school instructional program. Funding is \$3,588 per Continuing Education ADE (excluding students for whom fees may be charged under the tuition fees regulation). This includes ADE in a non-credit class in literacy and/or math for adult day, fully high-credit day-school students and continuing education students for whom a Grade 9 or 10 remedial program in literacy and/or math has been recommended by the principal of the school.

Funding through the School Facility Operations and Renewal Grant is provided for day-school students aged 21 and over, high-credit secondary day-school ADE, and for students enrolled in summer school programs and in continuing education credit courses offered during the day.

Total funding for the Continuing Education Allocation is projected to be \$76.3 million in 2021–22.

## **Adult Day School/Continuing Education Supplement**

The Adult Day School/Continuing Education Supplement, introduced in 2019–20, supports former Local Priorities Fund (LPF) investments related to adult day school and continuing education based on local priorities and agreements. Depending on the collective agreements for some employee groups, this funding may be required for compensation or staffing under the Supports for Students Fund (SSF).

Each school board's funding under the Adult Day School/Continuing Education Supplement is set out in the GSN regulation.

The Adult Day School/Continuing Education Supplement is projected to be \$22.9 million in 2021–22.

## **Prior Learning Assessment and Recognition (PLAR) Allocation**

PLAR for mature students is a mandatory formal evaluation and accreditation process carried out under the direction of a school principal through which the principal may grant secondary school credits to mature students. PLAR assessment services that are funded include the following:

- \$129 for an individual student assessment for Grade 9 and 10 credits (maximum of one such assessment per mature student in any one school year)
- \$129 for an individual student equivalency assessment for Grade 11 and 12 credits (maximum of one such assessment per mature student in any one school year)
- \$387 for each completed challenge assessment for a Grade 11 or 12 full credit course, whether successful or unsuccessful

School boards are funded based on their reporting of these assessment activities.

The PLAR Allocation is projected to be \$2.5 million in 2021–22.

## **International and Indigenous Languages, Elementary (IILE) Allocation**

Funding is provided for approved elementary classes in international and Indigenous languages instruction in a language other than English or French based on a rate of \$58.57 per classroom hour when a school board's average class size for the program is 23 or more. Where the average size of a language class is less than 23, the rate of \$58.57 per classroom hour is reduced by \$1 for every pupil less than 23.

The IILE Allocation is projected to be \$23.9 million in 2021–22.

## **International Student Recovery Amount (ISRA)**

School boards' operating allocations will be reduced by the ISRA. The ISRA is based on the ADE of fee-paying international visa students reported in OnSIS, calculated as follows:

$$\text{\$1,300} \times \text{ADE for international visa students}$$

School boards are responsible for setting tuition fee amounts for international / visa students per the tuition fees regulation, which sets the minimum amount that must be charged to non-resident students.

The International Student Recovery Amount is projected to be a reduction of \$9.0 million in 2021–22.

# Cost Adjustment and Teacher Qualifications and Experience Grant

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The Cost Adjustment and Teacher Qualifications and Experience Grant provides funding for a variety of compensation related funding adjustments for teachers and other staff.

This grant comprises the following seven allocations:

- Cost Adjustment Allocation– \$17.5 million (net of public sector compensation restraint amount)
- Teacher Qualifications and Experience Allocation – \$1.89 billion
- Early Childhood Educator Qualifications and Experience Allocation – \$135.1 million
- New Teacher Induction Program Allocation (NTIP) – \$13.7 million
- Retirement Gratuities – Projected savings of \$2.5 million
- Benefits Trusts Allocation – \$333.4 million
- Teacher Job Protection Funding Allocation – \$0

The total Cost Adjustment and Teacher Qualifications and Experience Grant is projected to be \$2.38 billion in 2021–22.

## New in 2021–22

### *Differentiated Funding for Online Learning*

Starting in 2021–22, the ministry is changing the funding methodology for online courses by adjusting benchmark funding for classroom teacher staffing through the Secondary Pupil Foundation Allocation and related grants based on a differentiated funded average class size for online and in-person learning.

Based on the average class size of 30 for online learning, the Pupil Foundation Grant secondary benchmark will use a funded average credit load of 7.5 credits per pupil split between online learning (approximately 0.081) and in-person learning (approximately 7.419).

The secondary per-pupil benchmarks in the Teacher Qualifications and Experience Allocation have been updated to reflect these changes.

Under this new approach, the Online Learning Adjustment in the Cost Adjustment and Teacher Qualifications and Experience Grant will be eliminated.

## Cost Adjustment Allocation

The Cost Adjustment Allocation provides \$3.0 million in funding for expanded eligibility for sick leave and \$24.5 million in funding for expanded benefits for maternity leave.

Of this allocation, a public sector compensation restraint amount of \$10 million will continue to be recovered from school boards. This recovery is based on the non-unionized staff reported by school boards in 2008–09 Revised Estimates, as requested in memorandum 2008: SB26 – *2008–09 Revised Estimates*. Principals and vice-principals are not included in the calculation of non-bargaining staff, since principals and vice-principals participate in labour discussions.

Each school board's funding under the Cost Adjustment Allocation is set out in the GSN regulation.

## Teacher Qualifications and Experience (Q&E) Allocation

The Teacher Q&E Allocation provides funding to school boards with teachers who, because of their qualifications and experience, have average funded salaries above the benchmark level used in the Pupil Foundation Grant.

Each board's elementary average teacher qualifications and experience factor is the greater of:

$A/B - 1$

or

zero

where

A = weighted total number of elementary teacher FTE on the board's regular grid  
(where each cell is weighted by the value specified for that cell on the Instructional Salary matrix)

B = total number of elementary teacher FTE on the board's regular grid

The Elementary Teacher Q&E Allocation is calculated as follows:

Average elementary teacher Q&E factor

× [JK/SK Q&E benchmark (\$4,191.39) × JK/SK ADE

+ Grades 1 to 3 Q&E benchmark (\$5,360.46) × Grades 1 to 3 ADE

+ Grades 4 to 8 Q&E benchmark (\$4,366.61) × Grades 4 to 8 ADE

+ Grades 7 to 8 Q&E benchmark (\$226.67) × Grades 7 to 8 ADE]

The average secondary teacher Q&E factor is calculated as follows:

Each board's secondary average teacher qualifications and experience factor is the greater of

$A/B - 1$   
or  
zero

where

A = weighted total number of secondary teacher FTE on the board's regular grid  
(where each cell is weighted by the value specified for that cell on the Instructional Salary matrix)

B = total number of secondary teacher FTE on the board's regular grid

The Secondary Teacher Q&E Allocation is calculated as follows:

Average secondary teacher Q&E factor ×  
Secondary Q&E benchmark (\$5,130.49) ×  
Secondary ADE

### Instructional Salary Matrix

Qualifications & Experience	D	C	B	A1	A2	A3	A4
0	0.5825	0.5825	0.5825	0.6178	0.6478	0.7034	0.7427
1	0.6185	0.6185	0.6185	0.6557	0.6882	0.7487	0.7898
2	0.6562	0.6562	0.6562	0.6958	0.7308	0.7960	0.8397
3	0.6941	0.6941	0.6941	0.7359	0.7729	0.8433	0.8897
4	0.7335	0.7335	0.7335	0.7772	0.8165	0.8916	0.9418
5	0.7725	0.7725	0.7725	0.8185	0.8600	0.9398	0.9932
6	0.8104	0.8104	0.8104	0.8599	0.9035	0.9881	1.0453
7	0.8502	0.8502	0.8502	0.9013	0.9475	1.0367	1.0973
8	0.8908	0.8908	0.8908	0.9435	0.9919	1.0856	1.1500
9	0.9315	0.9315	0.9315	0.9856	1.0356	1.1344	1.2025
10 or more	1.0187	1.0187	1.0187	1.0438	1.0999	1.2166	1.2982

Multiplying the instructional salary matrix by the salary benchmark in the Pupil Foundation Grant of \$79,304 gives the provincially funded salary as shown in the grid below:

Qualifications & Experience	D	C	B	A1	A2	A3	A4
0	\$46,195	\$46,195	\$46,195	\$48,994	\$51,373	\$55,782	\$58,899
1	\$49,050	\$49,050	\$49,050	\$52,000	\$54,577	\$59,375	\$62,634
2	\$52,039	\$52,039	\$52,039	\$55,180	\$57,955	\$63,126	\$66,592
3	\$55,045	\$55,045	\$55,045	\$58,360	\$61,294	\$66,877	\$70,557
4	\$58,169	\$58,169	\$58,169	\$61,635	\$64,752	\$70,707	\$74,689
5	\$61,262	\$61,262	\$61,262	\$64,910	\$68,201	\$74,530	\$78,765
6	\$64,268	\$64,268	\$64,268	\$68,194	\$71,651	\$78,360	\$82,896
7	\$67,424	\$67,424	\$67,424	\$71,477	\$75,141	\$82,214	\$87,020
8	\$70,644	\$70,644	\$70,644	\$74,823	\$78,662	\$86,092	\$91,200
9	\$73,872	\$73,872	\$73,872	\$78,162	\$82,127	\$89,962	\$95,363
10 or more	\$80,787	\$80,787	\$80,787	\$82,778	\$87,226	\$96,481	\$102,952

Note 1: These figures do not include benefits.

Note 2: Pension plan contributions for teachers and eligible members of OTPP are matched by the government and are not included in the benchmark salaries and benefits.

The Teacher Q&E Allocation is projected to be \$1.89 billion in 2021–22.

## Early Childhood Educator Qualifications and Experience Allocation

The Early Childhood Educator Qualifications and Experience (Q&E) Allocation provides funding to school boards with educators who, because of their qualifications and experience, have average funded salaries above the benchmark level used in the Pupil Foundation Grant. “Educators” refers to persons employed by a school board to fill a position in a Junior Kindergarten or Senior Kindergarten class that is designated by the school board as requiring an ECE.

The average ECE Q&E factor is calculated as follows:

Each board’s average ECE qualifications and experience factor is the greater of

$$(A + B)/C - 1$$

or

zero

where

A = weighted total number of category A educator FTE on the board's grid  
(where each cell is weighted by the value specified for that cell on the  
Educator Salary Matrix)

B = total number of category B educator FTE multiplied by 0.9517

C = total number of educator FTE on the board's grid

Educators for the purposes of this allocation are divided into two qualification  
categories:

Category A: Those who are a member of the College of Early Childhood Educators.

Category B: Those who are not a member of the College of Early Childhood Educators.

#### Educator Salary Matrix

Experience	Factor for Category A Educators
0	1.0313
1	1.1104
2	1.1899
3	1.2690
4 or more	1.3486

The educator distribution as of October 31, 2021, is used for the calculation of this  
allocation.

The Early Childhood Educator Q&E Allocation is calculated as follows:

Average ECE Q&E Factor  
× ECE benchmark (\$1,602.74)  
× JK/SK ADE

The ECE Q&E Allocation is projected to be \$135.1 million in 2021–22.

## New Teacher Induction Program (NTIP) Allocation

The NTIP Allocation is designed to support the growth and professional development of  
new teachers in the system. The [NTIP](#) provides professional support to help new  
teachers develop the requisite skills and knowledge to be effective as teachers in  
Ontario.

NTIP consists of the following:

- orientation for all new teachers to the school and school board
- mentoring for new teachers by experienced teachers
- professional learning relevant to the individual needs of new teachers

In addition to the NTIP induction elements, new permanent hires are evaluated twice within their first 12 months of employment through the Teacher Performance Appraisal process.

School boards will receive funding for the NTIP Allocation that is the lesser of the following:

- \$50,000 per school board plus \$1,058.52 multiplied by the number of teachers on Rows 0, 1, and 2 of a school board's previous year's Teacher Qualifications and Experience Grid

OR

- a school board's eligible current year's expenditure for NTIP

School boards are expected to use this allocation for eligible NTIP expenditures and are required to meet NTIP requirements according to legislation and the *New Teacher Induction Program: Induction Elements Manual*. School boards are also required to participate in any NTIP-related support and evaluation activities. In addition, school boards are expected to continue to submit an NTIP plan and final report (including a detailed accounting statement) to the Professionalism, Teaching Policy and Standards Branch via the ministry's regional offices. Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

Below is a summary of how school boards may use NTIP funding.

### **NTIP Required Teachers**

The school board shall provide NTIP to the following:

- 1<sup>st</sup> Year Permanent Hires
  - Teachers certified by the Ontario College of Teachers hired into a permanent position – full-time or part-time – by a school board to begin teaching for the first time in Ontario's publicly funded school system
- 2<sup>nd</sup> year permanent hires who do not successfully complete NTIP in their first year

## **Mentors**

School boards shall support NTIP mentors:

- Mentors are considered to be experienced teachers supporting NTIP teachers

## **Long-Term Occasional Teachers**

School boards are encouraged to provide the induction elements to:

- 1<sup>st</sup> year long-term occasional teachers with assignments of 97 days or longer
  - Certified occasional teachers in their first long-term assignment, with that assignment being 97 or more consecutive school days as a substitute for the same teacher

## **Additional NTIP Eligible Teachers**

- Any teacher in their first five years who falls outside of the NTIP required definition is eligible for support. This includes the following:
  - daily occasional teachers
  - short- and long-term occasional teachers (any duration of assignment)
  - continuing education teachers
  - permanent hires past year 1
  - mentors supporting any teacher in their first five years (e.g. teacher-candidates, occasional teachers)

The NTIP Allocation is projected to be \$13.7 million in 2021–22.

## **Retirement Gratuities**

In 2015–16, one-time funding was provided for the early payout of retirement gratuities based on the amount that the school board's retirement gratuity early payout exceeded the school board's funded retirement gratuities liability as at August 31, 2016. The funding adjustment started in 2016–17 continues. It is calculated by dividing the one-time funding provided for the retirement gratuity payout and the one-time gain reported in the 2015–16 financial statements by the school board's Employee Average Remaining Service Life (EARSL) as at August 31, 2016. School boards will also be required to continue managing, for compliance purposes each year, a portion of their remaining unfunded retirement gratuity liability over the school boards' remaining EARSL.

It is projected that Retirement Gratuities will yield provincial savings of \$2.5 million in 2021–22.

## Benefits Trusts Allocation

The Benefits Trusts Allocation provides the incremental funding required to support the transition to Employee Life and Health Trusts (ELHTs).

The incremental funding consists of the Crown Contribution and Benefits Stabilization Adjustment.

### Crown Contribution

The Crown Contribution supports the government share of the negotiated benefits funding increases per FTE. It mainly reflects the difference between the ELHT payment amount per FTE, which is negotiated and reflected in the central collective agreements, and the average benefit cost per FTE for all school boards for each employee/bargaining group. The average benefits cost per FTE for all school boards for each employee/bargaining group is a fixed amount based on the 2014–15 benefits cost per FTE for an employee/bargaining group plus 4 per cent inflationary increases for each year in 2015–16 and 2016–17 only.

Note: GSN funding to support salary increases results in increased benefits funding through the benefits benchmarks and notional shares as these are specified as a percentage of salary. A portion of the benefits benchmarks and notional shares are still attributable to funding to support employee health, life and dental benefits, which are provided through the ELHTs. As such, a portion of this increased benefits funding is still notionally attributable to increased funding for contributions to the ELHTs. As such, it is necessary to net out the funding increases notionally attributable to ELHT contributions resulting from salary increases for 2017–18 onwards from this additional funding for Crown Contributions towards ELHT funding.

### Benefits Stabilization Adjustment

The Benefits Stabilization Adjustment “true-up” school boards to their existing benefits costs structure per FTE. It is the sum of the differences between the average benefits cost per FTE (based on the 2014–15 benefit cost per FTE for an employee/bargaining group plus 4 per cent inflationary increases for each of 2015–16 and 2016–17) and the school board’s 2014–15 average benefit cost per FTE for an employee/bargaining group plus 4 per cent inflationary increases for each of 2015–16 and 2016–17.

Each school board’s funding for each component under the Benefits Trusts Allocation is set out in the GSN regulation in aggregate.

The Benefits Trusts Allocation is projected to be \$333.4 million in 2021–22.

## Teacher Job Protection Funding Allocation

The Teacher Job Protection Funding Allocation provides funding to top up school boards where the change in funded classroom teachers exceeds the eligible attrition. Funding continues to be available for teacher job protection for classroom teachers impacted by the changes to class sizes in 2019–20 and 2020–21. Given the reduction in the funded average secondary class size to 23 in 2020–21, it is projected that no funding will be generated through this allocation this year. However, funding continues to be available if actual attrition and enrolment trigger funding through the allocation.

This allocation consists of the following three offset components:

- Base Funding Amount
- Projection Variance Protection Amount
- STEM / Specialized Programming Exemption Amount

### Base Funding Amount

This amount provides core funding to top-up school boards where the change in funded classroom teachers exceeds eligible attrition. Elementary and secondary panels are calculated separately (see table below for detailed calculation).

### Projection Variance Protection Amount

This amount addresses situations where actual attrition is higher than the school board's forecasts of attrition. Elementary and secondary panels are calculated separately (see table below for detailed calculation).

### STEM / Specialized Programming Exemption Amount

This funding further supports the staffing complement for the continuity of STEM (science, technology, engineering and math) and specialized programming, by providing an additional five per cent protection for the secondary panel for a total of 105 per cent.

Component	Elementary	Secondary
<b>Base Funding Amount</b>	Protected FTE x (1 + average elementary teacher Q&E factor) x \$87,178.89  Protected FTE = Greater of 0 or (A – B – C – D), where:	Protected FTE x (1 + average secondary teacher Q&E factor) x \$87,178.89  Protected FTE = Greater of 0 or (A – B – C – D), where:

Component	Elementary	Secondary
	<p>(A) 2020–21 protected elementary teacher FTE<sup>1</sup></p> <p>(B) Eligible Attrition (as defined in this table below) for elementary FTEs</p> <p>(C) Reduction in funded elementary FTE<sup>2</sup> due to enrolment change if any</p> <p>(D) 2021–22 funded elementary teacher FTE* before attrition protection</p>	<p>(A) 2020–21 protected secondary teacher FTE*</p> <p>(B) Eligible Attrition (as defined in this table below) for secondary FTEs</p> <p>(C) Reduction in funded secondary FTE* due to enrolment change if any</p> <p>(D) 2021–22 funded secondary teacher FTE* before attrition protection</p>
<b>Projection Variance Protection Amount</b>	<p>For each school board, an elementary protected forecast attrition threshold will be determined based on information submitted by school boards and subject to ministry review.</p> <p>Additional funding is calculated as follows:</p> <p>Greater of \$0 or 50% x (Protected FTE using elementary protected forecast attrition threshold instead of eligible attrition for elementary minus Protected FTE using eligible attrition for elementary) x</p>	<p>For each school board, a secondary protected forecast attrition threshold will be determined based on information submitted by school boards and subject to ministry review.</p> <p>Additional funding is calculated as follows:</p> <p>Greater of \$0 or 50% x (Protected FTE using secondary protected forecast attrition threshold instead of eligible attrition for secondary minus Protected FTE using eligible attrition for secondary) x</p>

1, \* Refer to 2020–21 Technical paper for the definition of 2020–21 Protected FTE.

2, \* Includes classroom teacher FTE (including preparation time) funded through the Pupil Foundation Grant, Supported Schools Allocation and the Actualisation 8% en français (ALF) Allocation Secondary/Combined School Size Amount.

Component	Elementary	Secondary
	(1 + average elementary teacher Q&E factor) x \$87,178.89	(1 + average secondary teacher Q&E factor x \$87,178.89
<b>STEM / Specialized Programming Exemption Amount</b>	N/A	5% of the Attrition Offset: Base Funding Amount
<b>Eligible Attrition</b>	<p>Classroom teacher<sup>1</sup> FTEs who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Retire, resign or voluntarily leave during the attrition count period. Note: Includes those who take new roles within the school board who no longer have assigned classroom instructional time. (Excludes teachers seconded out of the classroom into roles that are funded by the ministry through PPF).</li> <li>• Are on discretionary full-year unpaid leaves for the 2021–22 school year, where this is known by the school board by the end of the attrition count period. Note: Teacher FTEs who meet the following criteria can be netted against eligible attrition in 2021–22: <ul style="list-style-type: none"> <li>○ were on full-year unpaid leaves and were included in eligible attrition in any year starting in 2019–20 and prior to 2021–22</li> <li>AND</li> <li>○ return to teach starting in 2021–22 (i.e. did not return to teach in 2020–21 and were not already netted against eligible attrition in 2020–21)</li> </ul> </li> </ul>	

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<sup>1</sup> Classroom teacher FTEs include the instructional portion of those FTEs split between classroom teacher roles and other roles (e.g. administrative or consultant roles). Classroom teacher FTEs do not include library and guidance teachers who do not have regularly assigned classroom instructional time.

Component	Elementary	Secondary
	<ul style="list-style-type: none"> <li>• <u>Does not include</u> classroom teacher FTEs on statutory (pregnancy/parental) or paid leaves (e.g. WSIB or LTD), and teacher FTEs that were terminated or are deceased.</li> </ul>	
<b>Attrition Count Period</b>	<ul style="list-style-type: none"> <li>• Start date: the first day of the 2020–21 school year</li> <li>• End date: last day before the first day of school in 2021–22 (refers to the first day of classes) (if this varies across schools, school boards should reflect what is most common in the school board)</li> <li>• Attrition after the end date counts towards the 2022–23 school year. If the vacancy is filled, it is recommended that it be filled with long-term occasional (LTO) teacher FTE (where permissible under collective agreements) to avoid future layoffs.</li> </ul>	

The Teacher Job Protection Funding Allocation is projected to be \$0 in 2021–22.

# Supports for Students Fund

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The Supports for Students Fund (SSF) provides flexible funding for school boards to support the learning needs of students, which may include special education, mental health and well-being, language instruction, Indigenous education and Science, Technology, Engineering and Mathematics (STEM) programming.

The SSF is also referred to as “Investments in System Priorities” in some central collective agreements. Funding may be used to reflect local priorities and agreements.

Each school board’s allocation of the SSF is set out in the GSN regulation.

Funds provided through the Adult Day School/Continuing Education Supplement of the Continuing Education and Other Programs Grant may be required for compensation or staffing under the SSF, depending on the collective agreements for some employee groups.

The SSF is projected to be \$212.7 million in 2021–22.

# Program Leadership Grant

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The Program Leadership Grant (PLG) provides funding to support the following six lead positions:

- Early Years Leads
- Indigenous Education Leads
- Mental Health Leaders
- School Effectiveness Leads
- Student Success Leads
- Technology Enabled Learning and Teaching (TELT) Contact Leads

Leads are responsible for the organization, administration, management, and implementation of supports to achieve the goals within their respective program areas.

The Program Leadership Grant is projected to be \$73.9 million in 2021–22.

## **New in 2021–22**

### ***Indigenous Education Lead Position Fully Transferring from the Indigenous Education Grant***

The Indigenous Education Lead (Lead) position is being fully transferred to the PLG, rather than half funded through the PLG and half funded through the PPA of the IEG.

Through the PLG, each school board will now generate funding for one Supervisory Officer salary and benefits benchmark along with the travel and professional development (PD) amount, which is funded at a rate of 10.44 per cent in 2021–22. School boards will continue to be required to spend at least half of the benchmark on the Lead salary and benefits through the PLG, and any remainder must be reported and spent under the BAP Allocation.

Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

## **Funding Envelope and Requirements**

The PLG is enveloped, in that the funding must be spent on leads' salary, benefits, travel and professional development (PD). As such, PD funds for this envelope may not be spent on educator release time.

While funding is generated for each of the leads, each based on a particular benchmark, school boards are not required to match expenditures to funding. This means school boards have the flexibility to use the funding, within the envelope, across the six lead positions to address on-the-ground needs while adhering to individual requirements for each lead to best support key outcomes for these positions, except for the Indigenous Education Lead. Refer to the Indigenous Education Lead section for more details.

The requirements related to leads are as follows:

- minimum staffing requirements (i.e. specific FTE requirements)
- expectations related to job splitting (i.e. whether the position can be split between more than one individual)
- dedication (i.e. whether the lead can hold any other portfolio within the school board)

Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

## Funding Benchmarks

School boards generate funding up to their maximum PLG<sup>1</sup>, based on the sum of two components:

- Salary & Benchmarks Component
- Travel & PD Component

### ***Salary & Benefits Component***

The maximum Salary & Benefits Component is calculated as follows:

$(1.75 \times A) + (1.0 \times B) + (4.0 \times C) + [1.0 \times C \text{ if (elementary ADE} > 85,000)] + (D \times C)$ ,  
where:

A = Professional / paraprofessional benchmark of \$75,663.41

B = Information Technology staffing benchmark of \$103,921.45

C = Supervisory officer (SO) benchmark of \$167,146.44<sup>2</sup>

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<sup>1</sup> There is an expenditure adjustment applied. In some cases, school boards may generate less than the maximum PLG.

<sup>2</sup> Additional funding is provided through the Executive Compensation Allocation for 2017–18 Increases.

D = Additional FTE	Based on total enrolment
0	$0 < ADE \leq 72,000$
0.5	$72,000 < ADE \leq 115,000$
1.0	$115,000 < ADE \leq 150,000$
2.0	$150,000 < ADE \leq 200,000$
3.0	$ADE > 200,000$

### ***Travel & Professional Development (PD) Component***

The Travel & PD Component is 10.44 per cent of the Salary & Benefits Component.

## **Program Lead Descriptions**

### ***Early Years Lead***

Early Years Leads support the implementation of Ontario's vision of a responsive, high-quality, accessible and increasingly integrated early years system that contributes to healthy child development.

The minimum hiring requirements are based on school board ADE, as outlined below. At least 0.5 FTE of the total FTE hiring requirement for Early Years Leads must be at the SO level. An exception, to hiring at the SO level, may be requested by the school board in writing to the Early Years and Child Care Division of the ministry, and a decision will be made based on the information provided (e.g. geographic and/or recruitment challenges). In this circumstance, where a lead is not an SO, the school board will be required to identify an SO who is accountable for the implementation of the Early Years Leadership Strategy with oversight over the work of the lead(s). Job splitting is allowed, but an FTE cannot be split to less than 0.5 FTE level. This is a non-dedicated position.

As per the following table, school boards' minimum hiring requirements for Early Years Leads are based on school board ADE. When school boards employ an Early Years Lead, school boards will generate funding equal to eligible expenditures up to a maximum of the supervisory officer benchmark of \$167,146.44 plus 10.44 per cent for travel and PD for the lead(s), multiplied by the ADE Funding Factor outlined in this table:

<b>ADE</b>	<b>Total FTE Hiring Requirement</b>	<b>ADE Funding Factor</b>
$0 < ADE \leq 72,000$	Minimum 1.0	1.0
$72,000 < ADE \leq 115,000$	Minimum 1.5	1.5
$115,000 < ADE \leq 150,000$	Minimum 2.0	2.0
$150,000 < ADE \leq 200,000$	Minimum 3.0	3.0
$ADE > 200,000$	Minimum 4.0	4.0

Additional reporting requirements for this position outside of EFIS are shared with school boards by regional staff of the Early Years and Child Care Division of the ministry every year. If a school board cannot meet the minimum hiring requirements, an exception form can be requested from regional staff.

### ***Indigenous Education Lead***

Indigenous Education Leads support the academic success and well-being of Indigenous students, as well as assist in building the knowledge of all students and educators on Indigenous histories, cultures, perspectives and contributions.

The Indigenous Education Lead must be a full-time position and must be dedicated. Job splitting is not permitted, unless an exemption is requested by the school board in writing to the ministry's Indigenous Education Office. If the lead is not a supervisory officer, the school board will also be required to identify a supervisory officer who is accountable for the implementation of the Board Action Plan on Indigenous Education with oversight over the work of the lead.

The hiring requirement is a minimum of 1.0 FTE per school board. School boards continue to be required to spend at least half of the supervisory officer salary and benefits benchmark on a dedicated Indigenous Education Lead through the PLG.

The school board generates the equivalent of the SO benchmark of \$167,146.44 plus 10.44 per cent for travel and PD for an Indigenous Education Lead that is employed by the school board. Funding generated may only be spent on the Indigenous Education Lead, and not for any other leads contained within the PLG. School boards will continue to be required to spend at least half of the benchmark on the Indigenous Education Lead salary and benefits through the PLG, and any remainder must be reported and spent under the BAP Allocation.

### ***Mental Health Leaders***

Mental Health Leaders work with school and school board administrators, educators, school-based mental health professionals and community partners to create a more integrated and responsive child and youth mental health and addictions system.

The hiring requirement is a minimum of 1.0 FTE per school board, and job splitting is not allowed. This is a dedicated position with no additional reporting requirements outside of EFIS. The Mental Health Leader must meet the following criteria unless an exemption is requested by the school board in writing to the Special Education/Support for All Branch and a decision is made by the ministry based on the information provided:

- a senior mental health professional (minimum of master's level training in psychology, psychiatry, or social work)
- a regulated mental health professional

- possesses a clinical background with practical experience in schools, working with school teams to support students

When the school board employs a Mental Health Leader, it will generate funding equal to eligible expenditures and up to a maximum of 1.75 x Professional/ para-professional benchmark of \$75,663.41 plus 10.44 per cent for travel and PD.

### ***School Effectiveness Lead***

School Effectiveness Leads are responsible for the organization, administration, management, and implementation of the School Effectiveness Framework (SEF). The SEF supports schools and school boards in assessing school effectiveness so that plans for improvement can be put in place.

The hiring requirement is a minimum of 1.0 FTE per school board. The position must be at an SO level unless an exemption is requested by the school board in writing to the Student Achievement Division of the ministry and a decision is made by the ministry based on the information provided. If the role is not filled at an SO level and/or responsibilities are shared between multiple staff, the school board must identify a single staff person at a supervisory officer level who has oversight over the work of the lead(s). This is a non-dedicated position.

When the school board employs a School Effectiveness Lead, it will generate funding equal to related expenditures and up to a maximum of the SO benchmark of \$167,146.44 plus 10.44 per cent multiplied by the Elementary ADE Funding Factor, as follows:

<b>Elementary ADE</b>	<b>Elementary ADE Funding Factor</b>
0 < ADE ≤ 85,000	1.0
ADE > 85,000	2.0

### ***Student Success Lead***

Student Success Leads, in conjunction with supports provided through the Student Success, Grade 7 to 12 Allocation of the Learning Opportunities Grant, collaborate, lead and supervise the supports that assist students who may not otherwise reach their full potential for achievement and well being. This funding is to be used to support the following:

- the delivery of effective education and career/life planning programs,
- to increase opportunities for students to participate in meaningful and engaging learning
- to meet graduation requirements, including passing the Grade 10 literacy test,

- to make successful transitions to their initial post-secondary destination (i.e. apprenticeship, college, community living, university and workplace)

The hiring requirement is a minimum of 1.0 FTE per school board. The position must be at an SO level unless an exemption is requested by the school board in writing to the Student Achievement Division of the ministry and a decision is made by the ministry based on the information provided. If the role is not filled at a supervisory officer level and/or responsibilities are shared between multiple staff, the school board must identify a single staff person at a supervisory officer level who has oversight over the work of the lead(s). This is a non-dedicated position.

When the school board employs a Student Success Lead, it will generate funding equal to eligible expenditures and up to a maximum of the SO benchmark of \$167,146.44 plus 10.44 per cent for travel and PD.

### ***Technology Enabled Learning and Teaching (TELT) Contact Lead***

The TELT Contact Leads are responsible for the organization, administration, management, and implementation of supports to achieve the goals within their respective program areas.

The TELT Contact Lead's role includes the following:

- supports educators and students in effectively using Ontario's Virtual Learning Environment (VLE) along with ministry-provided digital tools and resources in both online learning and face-to-face classrooms
- develops strong pedagogical knowledge and skills in online learning for teachers
- collaborates with the ministry to build an understanding of local school board needs related to technology enabled learning and teaching
- supports building parent engagement through Ontario's Virtual Learning Environment

The hiring requirement is a minimum of 1.0 FTE per school board. The person must be a member in good standing with the Ontario College of Teachers. If the role is shared between multiple staff, the school board will be required to designate a single staff person that has oversight of the work of the lead(s). This is a non-dedicated position. Additional reporting requirements for this position outside of EFIS are shared by the Student Achievement Division and the French-Language Teaching, Learning and Achievement Division of the ministry.

When the school board employs a TELT Contact Lead, it will generate funding equal to eligible expenditures and up to a maximum of the Information Technology staffing benchmark of \$103,921.45 plus 10.44 per cent for travel and PD.

# Student Transportation Grant

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The Student Transportation Grant provides school boards with funding to transport students to and from home and school, including students with special needs. The grant is made up of a base amount<sup>1</sup> from the prior year's allocation and amounts from the following four components:

- Enrolment Adjustment
- School Bus Rider Safety Training
- Funding for Transportation to Provincial or Demonstration Schools
- Fuel Escalation and De-escalation

In 2020, the ministry launched a review of student transportation, which aims to achieve a more equitable and needs-based student transportation system in Ontario. While the review is underway, the overall Student Transportation Grant will be maintained at the previous year's funding level, with adjustments for enrolment growth.

The total Student Transportation Grant is projected to be \$1,077.6 million in 2021–22.

## Enrolment Adjustment

For school boards with increasing enrolment, the adjustment is calculated as follows:

### ***Enrolment Adjustment:***

$$\begin{array}{c} \text{(2021–22 Base Allocation for Student Transportation)} \\ \times \\ \text{(2021–22 Day School ADE} \div \text{2020–21 Day School ADE)} \end{array}$$

School boards with declining enrolment will not see any negative adjustment to their transportation funding in 2021-22.

## School Bus Rider Safety Training

In response to the Auditor General's recommendations for standardized school bus safety training, the ministry is continuing to provide up to \$1.8 million to school boards that access standardized school bus rider safety training through a contract established

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<sup>1</sup> 2021-22 Base Allocation for Student Transportation refers to the 2020-21 Student Transportation Allocation Amounts for Enrolment Adjustment.

by the Ontario Education Collaborative Marketplace (OECM). Funding is intended to reflect safety training for up to 50 per cent of elementary students in each school board. The online version of the standardized on-site school bus rider safety program will continue to be eligible for reimbursement.

Funding to individual school boards will be based on the actual number of on-site and online training sessions conducted as reported through financial reports, with the reimbursement rates for on-site and online training session at \$370 and \$244 respectively, subject to the maximum number of training sessions listed for each school board as set out in GSN regulation.

## **Fuel Escalator and De-escalator**

The ministry is recognizing the fuel price at \$0.918 per litre for southern school boards and \$0.938 per litre for northern school boards. This will be referred to as the "pegged price." For the purposes of establishing the adjusted pegged price, a 2 per cent efficiency assumption is applied to the pegged price to take into account the ability of operators to purchase fuel in bulk or at discounted prices. Therefore, the adjusted pegged prices used for the purposes of this calculation are \$0.936 per litre for southern school boards and \$0.957 for northern school boards.

The GSN establishes a corridor of 3 per cent above and below the adjusted pegged price. If fuel prices, as posted on the Government of Ontario website and net of the Harmonized Sales Tax (HST), are above or below this corridor in any month from September to June, a funding adjustment will apply. Monthly fluctuations in fuel prices within the corridor will not trigger any adjustments. The net total of the monthly funding adjustments will be applied to a school board's transportation allocation following the submission of the 2021–22 school boards' financial statements. School boards should note that this adjustment could be positive or negative.

For each month from September to June, the fuel price difference is calculated using the following formula:

$D = [A \div (1 + B) - C] \div C$ , where:

A = the monthly average southern or northern Ontario diesel benchmark rate for the month as posted on the Government of Ontario website

B = the HST rate

C = \$0.936 for a southern school board or \$0.957 for a northern school board

D = the fuel price difference

If, for any month from September to June, the fuel price difference is above 3 per cent of the adjusted, pegged stated fuel price, the calculation for the monthly adjustment will be as follows:

$$(D - 0.03) \times E \times 0.012, \text{ where:}$$

D = the fuel price difference

E = the 2021–22 Base Allocation for Student Transportation

If, for any month from September to June, the fuel price difference is 3 per cent below that of the adjusted, pegged fuel price, the calculation for the monthly adjustment will be as follows:

$$(D + 0.03) \times E \times 0.012, \text{ where:}$$

D = the fuel price difference

E = the 2021–22 Base Allocation for Student Transportation

## **Transportation to Provincial or Demonstration Schools**

Funding to cover expenses for transportation to Provincial and Demonstration schools continues to be provided based on expenses reported by school boards, as approved by the ministry.

# Declining Enrolment Adjustment

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The Declining Enrolment Adjustment (DEA) provides school boards with transitional support recognizing that it takes time for school boards to adjust their cost structures to reflect declines in enrolment.

Over half of a school board's revenue is determined by enrolment. However, school board costs do not decline in a way that is directly proportional to declining enrolment. Some costs can be adjusted easily (e.g. rearranging the placement of classroom teachers to reduce costs), whereas other costs cannot be adjusted as quickly.

The DEA comprises the following two components:

- First year component – \$8.5 million
- Second year component – \$19.1 million

The DEA is projected to be \$27.6 million in 2021–22.

## First Year Component

For a school board where the 2021–22 ADE is lower than the 2020–21 ADE, the First Year Component of the DEA is based on the difference between the revenue calculated under the current year's enrolment and the projected revenue in the current year if there had been no change in enrolment from the previous year.

The First Year Component is equal to

$\max [0, A - B]$ , where:

A is the sum of the following weighting factors and grants based on 2020–21 ADE:

<b>Weighting Factor</b>	<b>Grants (2021–22 Benchmarks and 2020–21 ADE)</b>
13% x	Pupil Foundation Grant
100% x	SEPPA Allocation of the Special Education Grant
100% x	FFL Allocation of the Language Grant
50% x	Remote and Rural Allocation of the Geographic Circumstances Grant
50% x	Board Administration Allocation of the School Board Administration and Governance Grant

<b>Weighting Factor</b>	<b>Grants (2021–22 Benchmarks and 2020–21 ADE)</b>
100% x	School Operations Allocation of the School Facility Operations and Renewal Grant

NOTE: For FFL, start-up funding for new elementary schools is excluded.  
For School Operations, funding for capital lease amount on School Authority Amalgamation, funding for Community Use of Schools, the Non-Instructional Spaces Allocation, and the CPC Amount are excluded.

B is the sum of the following weighting factors based on 2021–22 ADE:

<b>Weighting Factor</b>	<b>Grants (2021–22 Benchmarks and 2021–22 ADE)</b>
13% x	Pupil Foundation Grant
100% x	SEPPA Allocation of the Special Education Grant
100% x	FFL Allocation of the Language Grant
50% x	Remote and Rural Allocation of the Geographic Circumstances Grant
50% x	Board Administration Allocation of the School Board Administration and Governance Grant
100% x	School Operations Allocation of the School Facility Operations and Renewal Grant

NOTE: For FFL, start-up funding for new elementary schools is excluded.  
For School Operations, funding for capital lease amount on School Authority Amalgamation, funding for Community Use of Schools, the Non-Instructional Spaces Allocation, and the CPC Amount are excluded.

The First Year Component is projected to be \$8.5 million in 2021–22.

## Second Year Component

The calculation of the Second Year component is equal to 25 per cent of a school board's 2020–21 First Year Component.

The Second Year Component is projected to be \$19.1 million in 2021–22.

# School Board Administration and Governance Grant

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The School Board Administration and Governance Grant provides funding for administration and governance costs such as operating school board offices and central facilities, school board-based staff and expenses, including supervisory officers and their administrative support.

The School Board Administration and Governance Grant comprises the following nine allocations:

- Trustees Allocation – \$11.5 million
- Reporting Entity Project Allocation – \$6.5 million
- Internal Audit Allocation – \$5.2 million
- Board Administration Allocation – \$585.4 million
- Executive Compensation Allocation for 2017–18 Increases – \$3.9 million
- Curriculum and Assessment Implementation Allocation – \$4.3 million
- Central Employer Bargaining Agent Fees Allocation – \$5.8 million
- School Authorities Amalgamation Adjustment – \$0.6 million
- Managing Information for Student Achievement (MISA) Local Capacity Building Allocation – \$3.2 million

Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

The School Board Administration and Governance Grant is projected to be \$626.3 million in 2021–22.

## **New in 2021–22**

### ***Moving the Parent Engagement and Capital Planning Capacity Allocations***

The Parent Engagement Allocation is moving to the School Foundation Grant to better delineate funding for parent engagement based on local needs since the School Foundation Grant provides school-based funding for in-school administration and leadership.

The Capital Planning Capacity Allocation is moving to School Operations and Renewal Grant to better reflect the purpose of this funding.

## ***Central Employer Bargaining Agent Fees Allocation***

The Central Employer Bargaining Agent Fees Allocation is being revised to better reflect the trustees' associations' cost structures since the introduction of the *School Boards Collective Bargaining Act, 2014* (SBCBA). The 2021–22 GSN reflects funding amounts per district school board that are based on the maximum annual revenue of their respective trustees' association. Starting in 2022–23, the district school boards' funding amounts will be adjusted each year based on a number of factors, including changes to the GSN benchmarks and each trustees' association's total annual expenses.

## **Trustees Allocation**

### **Trustee Honoraria**

Ontario Regulation 357/06, *Honoraria for Board Members*, provides a formula which establishes the maximum honorarium that a board member may receive. The Trustees Allocation, which is based on the number of trustees, supports trustee honoraria, expenses, meeting costs, and professional development (e.g. conferences).

Under the funding approach prior to 2006, the funding was calculated as follows:

<b>Amount</b>	<b>Description</b>
\$5,000	per trustee (including chair) for a trustee honorarium
\$5,000	per trustee (including chair) for travel and expense allowance, professional development, and other costs
\$10,000	per board as additional honoraria for the chair and vice-chair

In 2006, the ministry amended the formula. Under the new formula for calculating trustee remuneration, the honoraria and expense costs are calculated as follows:

<b>Amount</b>	<b>Description</b>
base amount (\$5,900) + attendance amount (\$1,200) that assumes attendance at two committees of the board per month, which are required under the <i>Education Act</i>	per trustee (including chair and vice-chair) for trustee honoraria and attendance amount

Amount	Description
amount (\$5,000) for chair + amount of (\$2,500) for vice-chair	per board as additional honoraria for the chair and vice-chair
distance amount (\$1,800) for school boards with a jurisdiction greater than 9,000 square kilometres (as listed in Ontario Regulation 412/00, <i>Elections to and Representation on District School Boards</i> ) or school boards with a dispersal factor greater than 25 as set out in Table 5 of Ontario Regulation 412/00. Funding assumes travel to two committees of the board per month, required under the <i>Education Act</i> , as well as travel to one board meeting per month.	per trustee (including chair and vice-chair) for distance amount
enrolment amount ( $\$1.75 \times \text{ADE} \div \text{the number of}$ trustees excluding First Nation and student trustees) NOTE: First Nation trustees receive an amount equivalent to the enrolment amount received by the non-First Nation trustees, but should not be included in the overall count of trustees for the purposes of calculating each trustee's enrolment amount)	per trustee (including chair) for trustee honoraria
enrolment amount ( $\$0.05 \times \text{ADE}$ , with a minimum amount of \$500 and a maximum amount of \$5,000)	per board as additional honorarium for the chair
enrolment amount ( $\$0.025 \times \text{ADE}$ , with a minimum amount of \$250 and a maximum amount of \$2,500)	per board as additional honorarium for the vice- chair
expenses (\$5,000 for travel and expense allowance, professional development, and other costs)	per trustee (including chair and vice-chair)

The ministry funds the full trustee honorarium calculated under the old method, plus 50 per cent of the incremental cost between the new and old methods of calculating trustee honoraria, calculated as follows:

Pre-2006 honorarium model, funded at 100% +  
difference between pre-2006 model and current model, funded at 50%

School boards will continue to provide for any additional costs.

## Student Trustee Honoraria

Ontario Regulation 7/07, *Student Trustees*, supplements the rights and responsibilities given to student trustees under the *Education Act*. The regulation requires district school boards to have at least two, and not more than three, student trustees. School boards pay an honorarium of \$2,500 to each student trustee and provide student trustees with the same access to funding for expenses and professional development as the other trustees.

The student honoraria and expense costs are calculated as follows:

Amount	Description
\$2,500	per student trustee for trustee honorarium, based on the actual number of student trustees per board
\$5,000	per student trustee for travel and expense allowance, professional development, and other costs

Using the same approach as for the honoraria provisions for other trustees, the ministry funds 50 per cent of the cost of student trustee honoraria.

The Trustees Allocation is projected to be \$11.5 million in 2021–22.

## Reporting Entity Project Allocation

Funding for the Reporting Entity Project supports school boards with the costs of preparing and reporting financial information to the Province for the purpose of public accounts consolidation.

Since 2005–06, the ministry has been working with school boards to ensure that all financial information required for consolidation purposes is accurately collected, prepared, and reported. This has resulted in the following reporting requirements for school boards:

- a March reporting cycle corresponding with the government fiscal year end
- specified audit procedures that ensure the accuracy of the financial information reported

The Reporting Entity Project Allocation is determined using the following two components:

Description	Amount
Base amount per board	\$56,584
Per-pupil amount	\$1.18

The Reporting Entity Project Allocation is projected to be \$6.5 million in 2021–22.

## Internal Audit Allocation

The Internal Audit Allocation supports school boards' financial transparency and accountability. Each school board is supported by one of eight regional internal audit teams (RIAT), based on geographic location. This model promotes sharing of best practices in internal audit and risk management activities and ensures efficient and equitable distribution of resources within the sector. The internal audit funding is provided to the eight host school boards assigned within each of the regions to oversee the administrative requirements of the RIAT on behalf of other school boards in the region.

The funding is enveloped to support internal audit activities in each region. Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

The Internal Audit Allocation is excluded from the school board administration and governance enveloping provision and is not counted toward the school board administration spending maximum.

## Internal Audit Components

The Internal Audit Allocation generates funding based on the sum of two components:

- Staff salary and benefits component
- Other expenses component, including travel and non-salary costs

### **Staff salary and benefits component:**

$$\begin{aligned}
 &\$259,294 \text{ per region} + \\
 &(\text{Total Revenue of Region} / \text{Total Revenue of Province}) \times \\
 &\$2,333,646
 \end{aligned}$$

### ***Other expenses component :***

$$(\text{Total km}^2 \text{ in Region} / \text{Total km}^2 \text{ in Province}) \times \$750,000$$

The Internal Audit Allocation is projected to be \$5.2 million in 2021–22.

# Board Administration Allocation

## The Ten Core Functions

While funding is generated for each of the ten core functions, the funding that school boards receive is not enveloped, and school boards are not required to match expenses to funding by core function.

Under this allocation model, school boards have the flexibility to allocate a portion of certain GSN grants and other non-GSN revenue sources to support school board administration expenses.

1. **Director of Education function:** This allocation is intended to cover salary and benefits for the director of education.
2. **Senior Administration function:** This allocation is intended to cover the cost of the salaries and benefits for associate directors, superintendents, senior business officials and other senior supervisory officers who report to the director of education. The cost driver for this allocation is ADE and dispersion, which recognizes the higher administrative costs incurred by some geographically extensive school boards.
3. **Director's Office function:** This allocation is intended to cover the cost of the salaries and benefits for direct administrative support for the director of education and any other senior executives, including associate directors, superintendents, senior business officials and other senior supervisory officers. The cost driver for this allocation is the number of funded senior executives by the allocation model. Since the director's office staff provide support to senior executives, the number of funded senior executives is a proxy for the need for direct administrative support and is determined by the Senior Administration function.
4. **Human Resources (HR) function:** This allocation is intended to cover the cost of the salaries and benefits for staff responsible for the management of employee files, recruitment, calculation of employee wages, labour relations, performance management, benefits, learning and development, attendance management, and staffing allocation. The cost driver for this allocation is the number of T4 statements that the school board is required to complete, over the course of the fiscal year, for income purposes in respect of the 2021 calendar year. This driver recognizes the workload of all HR staff.
5. **Finance function:** This allocation is intended to cover the cost of the salaries and benefits for staff responsible for budgeting and planning, accounting, financial reporting and analysis, treasury management, non-grant revenue / receivables, and transaction processing. The cost driver for this allocation is ADE and number of municipalities, which recognizes the additional costs incurred by school boards that are required to interact with a large number of municipalities and other local

governing agencies. Additional funding is provided to a school board with 20 or more municipalities within its jurisdiction. In addition, the function includes funding for capital administration to recognize the costs incurred by school boards in managing their capital projects.

6. **Payroll function:** This allocation is intended to cover the cost of the salaries and benefits for staff responsible for processing periodic pay cheques, reconciliation, withholding taxes, updating vacation and sick pay. The cost driver for this allocation is the number of T4 statements that the school board is required to complete, over the course of the fiscal year, for income purposes in respect of the 2021 calendar year. This driver recognizes the workload of all payroll staff.
7. **Purchasing and Procurement function:** This allocation is intended to cover the cost of the salaries and benefits for staff responsible for determining purchasing needs, selecting suppliers, ensuring compliance with procurement directives, negotiating prices and follow-up. The cost driver for this allocation is ADE.
8. **Administration and Other Supports function:** This allocation is intended to cover the cost of the salaries and benefits for staff responsible for data collection and reporting, research, communications, community and government relations, office services, reception, and other functions, which are not captured under any of the other core functions. The cost driver for this allocation is ADE.
9. **Information Technology function:** This allocation is intended to cover the cost of the salaries and benefits for staff responsible for delivering a number of information technology (IT) services and supports to school boards and would include infrastructure services, student information systems, application support and design and desktop support. The cost driver for this allocation is the funded number of school board administration staff by the allocation model. As IT staff serve the needs of other staff, total funded school board staff is a proxy for the software users (e.g. payroll, accounting, HR, e-mail). Therefore, the IT allocation is indirectly determined by all the other drivers from the previous eight core functions.

**Note:** The IT function excludes IT costs that are school/classroom based such as hardware and software used for instructional purposes or centralized attendance system costs that are charged back to schools.

10. **Non-Staff function:** This allocation is intended to cover the cost of non-staff expenses. The formula has a base amount per school board and an amount per ADE. In addition, this function could cover the costs of dues to stakeholder organizations, including trustees' associations, as well as support staff costs for trustees.

## Compensation Benchmarks

The Directors of Education, Senior Administration, Director's Office and the Information Technology functions each have separate compensation benchmarks. The remaining core functions, except the Non-Staff function, share common compensation benchmarks. These benchmarks apply to all school boards and reflect the median actual average salaries and benefits reported by school boards. The formula does not prescribe staffing levels or the mixture of staffing categories (e.g. managers, professional staff, clerical/technical staff) for school boards.

The following table provides the detailed formulas for each core function described above.

<b>Core Function</b>	<b>Driver</b>	<b>Formula</b>	<b>Salary (including benefits)</b>
<b>Directors</b>	None	1	\$202,317.32 <sup>1</sup>
<b>Other Senior Admin</b> (Funded Senior Executives (FSE))	ADE & Dispersion (D)	$1.6802 + 0.1334/1000 \times \text{ADE}$ + (0 for (D) up to the first 20 km + $0.007762/1000 \times \text{ADE} \times (\text{D} - 20)$ for D above 20 km up to 50 km + $0.003881/1000 \times \text{ADE} \times (\text{D} - 50)$ for D above 50 km)	\$167,146.44 <sup>2</sup>
<b>Director's Office</b>	# of Funded Senior Executives (FSE)	$2.5601 + 0.60493 \times \text{\# of FSE}$	\$70,258.11
<b>Human Resources</b>	T4s	$\text{MAX}(0, -0.1084 + 2.308/1000 \times \text{\# of T4s})$	\$82,594.92
<b>Finance</b>	ADE & # Municipalities (M)	$3.4333 + 0.1910/1000 \times \text{ADE}$ + (0 for the first 20 M + $0.02156 \text{ FTE per M above } 20$ )	\$82,594.92
<b>Payroll</b>	T4s	$\text{MAX}(0, -0.4720 + 1.1834/1000 \times \text{T4s})$	\$82,594.92
<b>Purchasing and Procurement</b>	ADE	$0.8915 + 0.07406/1000 \times \text{ADE}$	\$82,594.92

<sup>1</sup> Additional funding is provided through the Executive Compensation Allocation for 2017–18 Increases.

<sup>2</sup> Additional funding is provided through the Executive Compensation Allocation for 2017–18 Increases.

Core Function	Driver	Formula	Salary (including benefits)
Admin and Other	ADE	$\text{MAX}(1, -1.6828 + 0.6639/1000 \times \text{ADE})$	\$82,594.92
Information Technology	# of Funded Board Administration (FBA) staff	$0.9453 + 0.08907 \times \text{FBA}$	\$103,921.45
Non-Staff	ADE	$\$153,126 + \$63.33 \times \text{ADE}$	n/a

NOTE: Pension plan contributions for eligible members of the OTPP are matched by the government and are not included in the benefits benchmarks.

The Board Administration Allocation is projected to be \$585.4 million in 2021–22.

## Executive Compensation Allocation for 2017–18 Increases

The funding supports costs related to executive compensation for salary increases in 2017–18 for designated executives counts towards the school board administration spending maximum. The compensation restraint measures set out under the current Compensation Framework Regulation (O. Reg. 406/18) remain in effect until a new approach to executive compensation has been put in place.

The allocation is equal to the sum of the following amounts:

- **Envelope Amount:** the amount is based on each school board's 2016–17 salary and performance-related pay envelope and approved maximum rate of increase in its executive compensation program for the 2017–18 school year. Each school board's amount is set out in the GSN regulation.
- **Adjustment Amount:** this amount provides an adjustment to account for increases already funded through GSN salary benchmarks in respect of salary increases in 2017–18 for supervisory officers. This is calculated using the following formula:

$$\$-2,219 \times (A + B \times C/D + E)$$

up to a maximum reduction of 30% of the envelope amount, where:

A = Number of Funded Senior Executives from the Board Administration Allocation

B = The amount that is multiplied by the supervisory officer benchmark in the Salary & Benefits Component of the PLG excluding the amount generated by the Indigenous Education Lead (IEL)

$C = \text{Actual PLG allocation excluding the amount for the IEL} + \text{MAX}(\text{IEL Expenditure} - \text{Maximum Funding PLG funding generated by the IEL}, 0)$

$D = \text{Maximum PLG allocation excluding the amount for the IEL}$

$E = \text{If IEL expenditure} > 0, \text{ then } 1; \text{ otherwise } 0.5$

The Executive Compensation Allocation for 2017–18 Increases is projected to be \$3.9 million in 2021–22.

## **Curriculum and Assessment Implementation Allocation (Including Indigenous-Focused Curriculum)**

The Curriculum and Assessment Implementation Allocation is designed to support the implementation of new or recently revised curriculum and assessment policies, including Indigenous-focused curriculum, and related training and resource development for educators and system leaders. The funding is based on fixed amounts, where combined elementary and secondary schools generate funding for each panel, calculated as follows:

$\$20,151.93 \text{ per school board} + (\$600.53 \text{ per elementary/secondary panel within a school})$

The Curriculum and Assessment Implementation Allocation is excluded from the school board administration and governance enveloping provision and is not counted toward the board administration spending maximum.

The Curriculum and Assessment Implementation Allocation is projected to be \$4.3 million in 2021–22.

## **Central Employer Bargaining Agency Fees Allocation**

Under the *SBCBA*, trustees' associations are the statutory central employer bargaining agents for school boards in central negotiations with teacher and education worker unions.

School boards are provided with the funding equivalent to the fees payable to their respective trustees' association to support labour relations activities. The trustees' associations will use these fees solely for the purpose of central labour relations activities, including preparing for central bargaining, participating in the central bargaining process itself, and the implementation and ongoing maintenance of central collective agreements. Eligible expenses include staffing positions for central negotiations, labour-related travel and accommodation, and other operating expenses.

## Calculating Revenue Available for Trustees' Associations

The following table provides the formula that generates funding for each trustees' association's maximum annual revenue collected through fees payable by school boards.

Expense Category	Driver	Formula
<b>Staffing</b>	<ul style="list-style-type: none"> <li>Salary (including benefits) benchmarks</li> <li>Number of bargaining/discussion tables</li> </ul>	$(1 \text{ FTE} \times \text{Director Salary and Benefits Benchmark}) + (1 \text{ FTE} \times \text{Other Senior Admin. Salary and Benefits Benchmark}) + [(\# \text{ teacher bargaining tables} + 1 \text{ PVP table}) \times 1.5 \text{ contract FTE} + \# \text{ of education worker bargaining tables} \times 0.5 \text{ contract FTE}] \times \text{Admin and Other Salary and Benefits Benchmark}$
<b>Operating Expenses (e.g., rent, equipment, and professional fees)</b>	<ul style="list-style-type: none"> <li>Number of bargaining/discussion tables</li> </ul>	$\$200,000 + (\# \text{ of tables} \times \$45,500) + \$175,000 \text{ for English-language trustees' associations}$
<b>Labour Related Travel, Meals, and Accommodation</b>	Travel <ul style="list-style-type: none"> <li>Number of bargaining/discussion tables</li> </ul>	$\# \text{ of tables} \times \$4,000 \times (1.25 \text{ for French-language trustees' associations only})$
	Meals <ul style="list-style-type: none"> <li>Ontario Public Service daily meal rate</li> <li>Number of bargaining/discussion tables</li> </ul>	$2.0 \text{ FTE} \times 30 \text{ days} \times \# \text{ of tables} \times \$45/\text{day}$
	Accommodation <ul style="list-style-type: none"> <li>Number of bargaining/discussion tables</li> </ul>	$2.0 \text{ FTE} \times 15 \text{ days} \times \# \text{ of tables} \times \$200/\text{day}$

The total annual revenue for each trustees' association is limited to the lesser of:

- a) The maximum revenue amount using the formula as shown above  
or
- b) The total expenses plus 5 per cent of the maximum revenue amount to provide for unexpected expenses

## Calculation of Fees Payable by School Boards

This section describes the calculation used to determine the fees payable by school boards to their respective trustees' association.

The maximum revenue amount for each trustees' association (calculated using the formula as shown above) is translated to a fee and equivalent funding amount for each school board.

The funding amounts for school boards are as follows:

<b>School Board Type</b>	<b># of School Boards</b>	<b>Funding for Each School Board<sup>1</sup></b>	<b>TOTAL</b>
English Public District School Board	31	\$57,394	\$1,779,228
English Catholic District School Board	29	\$55,384	\$1,606,136
French Public District School Board	4	\$284,161	\$1,136,643
French Catholic District School Board	8	\$154,643	\$1,237,141
School Authority Hospital Board	5 <sup>2</sup>	\$1,000	\$5,000
School Authority Isolate Board	4	\$1,000	\$4,000
	81	n/a	\$5,768,148

Starting in 2022–23, the maximum revenue amount would also be translated to a fee amount for each school board, but the fee for school boards represented by a trustees' association for whom

- a) the maximum revenue amount was greater than
- b) the total expenses plus 5 per cent of the maximum revenue amount

<sup>1</sup> Funding for each school board is equivalent to the fees payable for 2021-22.

<sup>2</sup> Excludes the CHEO School Authority

in the prior year would be reduced by the school board's share of the difference between (a) and (b).

The Central Employer Bargaining Agency Fees Allocation is projected to be \$5.8 million in 2021–22.

## **School Authorities Amalgamation**

The School Authorities Amalgamation Adjustment represents the difference between the projected 2009–10 School Authority Allocation (i.e. the projected allocation that would have been received by the school authority pre-amalgamation in account of that school year) and the projected post-amalgamation funding impact for the receiving district school board. A positive adjustment will be added to the school board's School Board Administration and Governance Grant allocation, if applicable. Where the GSN provides greater funding than that generated by the school authorities model, no adjustment to the school board's School Board Administration and Governance Grant allocation will be made.

The School Authorities Amalgamation Adjustment is projected to be \$0.6 million in 2021–22.

## **Managing Information for Student Achievement (MISA) Local Capacity Building Allocation**

Funding for MISA Local Capacity Building is intended for activities to help school boards build capacity and better manage information and evidence to inform school board decisions around school administration and classroom practice. Through this funding, MISA Leaders are better positioned to support the collection and effective use of data to meet/support key ministry initiatives.

The funding is based on a fixed amount of \$35,000 for each school board and \$0.35 per ADE.

The MISA Local Capacity Building Allocation is projected to be \$3.2 million in 2021–22.

# School Facility Operations and Renewal Grant

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The School Facility Operations and Renewal Grant addresses the costs of operating school facilities (heating, lighting, maintaining, and cleaning) as well as the costs of repairing and renovating schools.

The School Facility Operations and Renewal Grant comprises two major allocations:

- School Operations Allocation – \$2.20 billion
- School Renewal Allocation – \$372.7 million

The total School Facility Operations and Renewal Grant is projected to be \$2.57 billion in 2021–22.

## **New in 2021–22**

### ***Moving the Capital Planning Capacity Allocation***

Funding to support the Capital Planning Capacity (CPC) Program is moving from the School Board Administration and Governance Grant into this grant as a component of the School Operations Allocation. This move better reflects the purpose of this funding.

### ***Moving Non-Instructional Spaces Amount***

Funding for the Non-Instructional Spaces Amount is moving from School Board Administration and Governance Grant into this grant as a component of the School Operations Allocation. This funding is provided to three district school boards that continue to maintain such non-instructional spaces as part of their facility inventory which they acquired when they merged with isolate board school authorities in 2009–10.

### ***Supplementary Area Factor***

This is the third year of the five-year phase-in of updates to the Supplementary Area Factor, for base school facility operations within the School Facility Operations and Renewal Grant, to reflect a secondary class size of 23.

### ***Asset Management Software Funding***

School boards are provided with this funding to offset the cost of licensing and related fees associated with the approved software that supports the implementation of effective renewal programs and track school condition over time. An update on this funding will be provided at a later point in time, pending completion of procurement. As such, school board level amounts are not yet allocated on a board-by-board basis.

## School Operations Allocation

The School Operations Allocation addresses the costs of operating school facilities (heating, lighting, maintaining, cleaning). It is the sum of the following seven components:

- Base School Operations – \$2.06 billion
- Enhanced Top-up for School Operations – \$99.9 million
- Community Use of Schools Amount – \$29.0 million
- Capital Lease Amount on School Authority Amalgamation – \$0.1 million
- Education and Community Partnership Program (ECP) Operations Amount – \$1.9 million
- Capital Planning Capacity (CPC) Amount – \$8.1 million
- Non-instructional Spaces Amount – \$42,000

The School Operations Allocation is projected to be \$2.20 billion in 2021–22. Key components for this allocation are in the following table:

<b>School Operations Allocation – Key Components</b>			
<b>Component</b>	<b>Elementary Panel</b>	<b>Secondary Panel</b>	<b>Adult Education / Other Programs</b>
Enrolment	Day-School ADE of pupils enrolled in Junior Kindergarten, Senior Kindergarten, and Grades 1 through 8.	Day-School ADE of pupils enrolled in Grades 9 through 12, excluding students 21 years of age and older.	<ul style="list-style-type: none"> <li>• Day-School ADE of pupils 21 years of age or older, high-credit portion of pupils in secondary school.</li> <li>• ADE of pupils enrolled in continuing education credit courses during the day (excluding pupils enrolled in correspondence self-study/online learning programs).</li> <li>• ADE of pupils enrolled in summer school programs.</li> <li>• Approved spaces in care, treatment and</li> </ul>

<b>School Operations Allocation – Key Components</b>			
<b>Component</b>	<b>Elementary Panel</b>	<b>Secondary Panel</b>	<b>Adult Education / Other Programs</b>
			custody programs that operate in school board-owned space are treated as continuing education.
On the Ground Capacity (OTG)	The ministry has identified categories of instructional space for all elementary and secondary facilities of a school board using the Report of the Pupil Accommodation Review Committee (August 1998). A loading has been assigned to each category of instructional space identified, based on the number of pupils that can reasonably be accommodated in each category of instructional space. The sum of all the loading in the instructional space within a facility is its capacity.		N/A
Benchmark Area Requirement per Pupil (fixed)	9.70 m <sup>2</sup>	12.07 m <sup>2</sup>	9.29 m <sup>2</sup>
	The Benchmark Area Requirement per Pupil provides sufficient teaching and ancillary space to permit the effective delivery of elementary school programming (including primary class size), and secondary school programming. It also provides additional space required to accommodate the typical distribution of special education, learning opportunities and language (e.g. ESL) programming.		The Benchmark Area Requirement for Adult Education and Other Programs is lower than the traditional secondary school panel because no additional space is required for special needs programs.
Supplementary Area Factor (SAF)	The school board-specific SAF recognizes unique design features of a board's school facilities such as wide hallways, large shop spaces, and auditorium space, as well as the additional space requirement associated with special needs programming.		

<b>School Operations Allocation – Key Components</b>			
<b>Component</b>	<b>Elementary Panel</b>	<b>Secondary Panel</b>	<b>Adult Education / Other Programs</b>
	<p>Each school board has an elementary and secondary SAF that is greater than or equal to an adjustment factor of 1.0 (the secondary SAF is used for adult education/other programs).</p> <p>Each school board's SAFs are set out in the GSN regulation.</p>		
Benchmark for Operating Costs	Allocation method benchmark for operating costs: \$92.77/m <sup>2</sup>		

## Adjustment Factor Calculations

School board specific adjustment factors reflect data available in the School Facility Inventory System (SFIS) as of September 2, 2014, and March 8, 2019.

## Weighted School Age

For the purposes of calculating the SAF and the school renewal cost benchmark (i.e. over/under 20 benchmarks), the ministry determines a weighted average age for each school to better reflect a school's age. The age of the original building and all permanent additions are weighted by their respective gross floor area. The following example demonstrates how the weighted average ages are calculated.

<b>Example: School Age Calculation</b>			
<b>Construction History</b>	<b>Age</b>	<b>Gross Floor Area (GFA)</b>	<b>Age x GFA</b>
Original Construction	40	1,000	40,000
Addition	20	1,500	30,000
Addition	10	3,000	30,000
Demolition	40	-500	-20,000
Addition	2	500	1,000
Total		5,500	81,000
Weighted Average Age		81,000/5,500 = 14.73	

## Supplementary Area Factor (SAF)

A school board's SAF is determined by comparing its area per pupil, per panel, with the benchmark area per pupil of 9.7m<sup>2</sup> for elementary and 12.07m<sup>2</sup> for secondary. If the school board's area per pupil is less than the benchmark, it is deemed to have an SAF of 1.0. To calculate a school board's area per pupil, the total on-the-ground capacity of

its schools (by panel) is divided by the total adjusted gross floor area (GFA) of these schools.

To determine a school board's total adjusted GFA, schools with a weighted average age of 10 years or less are subject to adjustment to reflect the construction area benchmarks introduced in 2000. This adjustment reflects that school boards should have been building their schools to these ministry construction benchmarks. The area per pupil calculation for these schools is adjusted to reflect the lesser of the school's actual area per pupil or the variable construction area benchmarks introduced in memorandum 2011:B6.

The following subsets of schools are exempted from an adjustment to their floor areas:

- Elementary schools with a capacity of less than 200 pupil places
- Secondary schools with a capacity of less than 300 pupil places
- Elementary schools where the variable benchmark is less than the fixed area per pupil of 9.7m<sup>2</sup>
- Secondary schools where the variable benchmark is less than the fixed benchmark area per pupil of 12.07m<sup>2</sup>

For the first two items, the actual GFA is used, as the ministry does not have a construction area benchmark for schools below the specified capacity threshold. For the last two items, the GFA is adjusted to reflect the lesser of the actual area per pupil or the (fixed) benchmark area requirement per pupil. This means that, for the purposes of calculating the SAF, a school's GFA was not adjusted below the fixed elementary (9.7 m<sup>2</sup>) or secondary (12.07 m<sup>2</sup>) benchmark area requirements. The following table provides an example of how the SAFs have been calculated.

The data used to calculate the SAFs for the elementary and secondary panels of base school operations have been updated as of March 8, 2019. All other datasets were last updated September 2, 2014.

<b>Example: Elementary SAF Calculation</b>					
<b>Board Owned Schools</b>	<b>Weighted Average Age</b>	<b>OTG</b>	<b>Adjusted Area Calculation [Area per Pupil = (GFA / OTG)]</b>		<b>GFA</b>
XX	25	210	Area per Pupil	= 2,431 m <sup>2</sup> / 210 pupil places = 11.58 m <sup>2</sup> /per pupil place	2,431 m <sup>2</sup>
YY	5	465	Actual GFA OTG Area per Pupil	= 5,100 m <sup>2</sup> = 465 pupil places = 5,100 / 465	The adjusted GFA for this school would

Example: Elementary SAF Calculation					
Board Owned Schools	Weighted Average Age	OTG	Adjusted Area Calculation [Area per Pupil = (GFA / OTG)]		GFA
			Variable benchmark OTG New Variable Area per Pupil Adjusted GFA	= 10.97 m <sup>2</sup> /per pupil place = 465 pupil places = 10.35 m <sup>2</sup> /per pupil place = OTG x Variable Area per Pupil = 465 x 10.35 = 4,813 m <sup>2</sup>	be used to calculate the SAF for the elementary panel for this school board: 4,813 m <sup>2</sup>
			Take lesser GFA of 5,100 m <sup>2</sup> and 4,813 m <sup>2</sup>		
ZZ	3	620	Actual GFA OTG Area per Pupil  Variable benchmark OTG New Variable Area per Pupil Adjusted GFA	= 6,070 m <sup>2</sup> = 620 pupil places = 6,070 / 620 = 9.79 m <sup>2</sup> /per pupil place = 620 pupil places = 10.12 m <sup>2</sup> /per pupil place = OTG x Variable Area per Pupil = 620 x 10.12 = 6,295 m <sup>2</sup>	The unadjusted GFA for this school would be used to calculate the SAF for the elementary panel for this school board: 6,070 m <sup>2</sup>
			Take lesser GFA of 6,070 m <sup>2</sup> and 6,295 m <sup>2</sup>		
Total		1,295			13,314 m <sup>2</sup>
SAF = (GFA/OTG) / Benchmark Area per Pupil					
= (13,314 m <sup>2</sup> / 1,295) / 9.70 m <sup>2</sup> = 1.060					

## Base School Operations

The Base School Operations amount is calculated using the following formula:

$$\text{Enrolment} \times \text{Benchmark Area Per Pupil} \times \text{SAF} \times \text{Benchmark for Operating Costs}$$

The factors used to determine the Base School Operations amount for elementary, secondary, and other programs are set out in the preceding table (e.g. Elementary SAF Calculation).

The data used to calculate the SAFs for the elementary and secondary panels of base school operations have been updated as of March 8, 2019. All other datasets were last updated September 2, 2014.

The Base School Operations amount is projected to be \$2.06 billion in 2021–22.

## Enhanced Top-up for School Operations

In addition to the Base School Operations amount, school boards may be eligible for enhanced top-up funding which recognizes costs for schools that are distant from one another and that are operating at less than full capacity. Enhanced Top-up for School Operations provides funding to address the cost of cleaning and maintaining some of the excess school facility capacity.

Enhanced Top-up for School Operations is calculated on an individual school-facility level for those facilities that are offering a regular day-school program (exclusive of adult day school) that are distant from one another and are operating at less than full capacity, that is, in facilities where enrolment is less than capacity.

School facilities where enrolment exceeds capacity do not generate any enhanced top-up funding; however, the entire enrolment of the facility (including the portion of enrolment that is greater than capacity) is generating funding from the Base School Operations component.

Definition	Description
Eligibility requirements to qualify for enhanced top-up	<p>A school facility is eligible for Enhanced Top-up for School Operations if it meets one of the following criteria:</p> <ul style="list-style-type: none"> <li>• school facility is an elementary school where the next closest elementary or secondary school of the board is at least 10 kilometres away, or</li> <li>• school facility is a secondary school where the next closest secondary school of the board is at least 20 kilometres away.</li> </ul>

NOTE: The distance to the closest school is measured by road distance, and the next closest school facility does not include any school facility on the same campus.

**Enhanced Top-up for School Operations =**

$$\begin{aligned}
 & \min (100\%, 1 - \text{AGE/OTG}) \times \\
 & \quad \text{OTG} \times \\
 & \quad \text{Benchmark Area Per Pupil} \times \\
 & \quad \text{SAF} \times \\
 & \quad \text{Benchmark for Operating Costs}
 \end{aligned}$$

Enhanced top-up along with other components of School Operations Allocation will ensure that qualifying school facilities are funded at 100 per cent of their capacity.

New school facilities that opened or school facilities that have undergone significant renovations in or after 2016–17 are not eligible for this funding in 2021–22.

The enhanced Top-up for School Operations funding is projected to be \$99.9 million in 2021–22. In addition, this amount has not been adjusted to accommodate changes to class size. Note that the SAF applied to enhanced top-up reflects data available in SFIS as of September 2, 2014.

## **Community Use of Schools Amount**

This funding allows school boards to reduce the rates for school space used by the community by helping school boards with the costs involved with keeping schools open after hours such as heating, lighting, and cleaning.

An amount for each school board is estimated based on its relative share of the total of components of the School Operations Allocation (Base School Operations, Education and Community Partnership Program (ECP) and Enhanced Top-up for School Operations) of the previous year. This share is then multiplied by the total available funding.

Each school board's allocation under [Community Use of Schools](#) is set out in the GSN regulation.

The Community Use of Schools Amount is projected to be \$29.0 million in 2021–22.

## **Capital Lease Amount on School Authority Amalgamation**

An amount of \$0.1 million is being provided to continue capital lease arrangements made by former school authorities in remote communities.

## **Education and Community Partnership Program (ECP) Operations Amount**

An amount of \$1.9 million is being provided to help offset the accommodation costs of classrooms in care and/or treatment, and custody settings that operate in school board space.

## Capital Planning Capacity (CPC) Amount

The CPC program supports school boards in acquiring additional resources to undertake a range of capital planning-related activities.

The CPC Amount supports capital building and data management capacity in school boards.

### Capacity Building

Funding for Capacity Building allows school boards with excess capacity to do the following:

- ensure they develop capital plans to effectively right-size and manage excess capacity in their schools
- undertake accommodation review processes
- identify and develop potential facility partnership opportunities in underutilized schools that have been deemed by the school board as viable to support such arrangements
- support the hiring of third-party mediation services to facilitate municipal/school board planning discussions and to support cooperative planning

### *Eligibility Rules for Capacity Building Funds*

Eligibility for Capacity Building funding is determined by first calculating the overall impact of the School Board Efficiencies and Modernization initiative (i.e. fully implemented changes to top-up funding) on each school board's School Facility Operations and Renewal (O&R) Grant. School boards are divided into four groups according to the percentage change to each school board's O&R Grant:

- Group A – O&R reduction greater or equal to 5%
- Group B – O&R reduction between 5% and 0%
- Group C – O&R increase between 0% and 5%
- Group D – O&R increase greater or equal to 5%

All school boards that fall into Group A are eligible for Capacity Building funds.

All school boards that fall into Group D are not eligible for Capacity Building funds.

School boards in Group B and Group C:

- If less than 15% of the total number of the schools of the board are qualifying schools (defined as schools with utilization at 65% or less), then the school board is not eligible for capacity building funds

- If more than 15% of the total number of the schools of the board are qualifying schools (defined as schools with utilization at 65% or less<sup>1</sup>), and the school board is experiencing a three-year consecutive decline in enrolment in at least one panel, then the school board is eligible for capacity building funds

## Data Management

Funding for Data Management allows all 72 school boards to increase decision making capacity by enhancing the ability to update and manage school facility data in a timely manner.

Funding is allocated using a base funding amount and a scaling factor. The scaling factor is used as a multiplier intended to increase the base amount relative to school board size and need. The scaling factors for Capital Planning and Data Management are related to school board size in terms of the total number of schools of the board. The scaling factors for Accommodation Review Committee (ARC) Processes and Mediation/Hubs/Partnerships are related to school board need in terms of the number of schools a board has that are defined as eligible schools (see above).

The base amounts are as follows:

- Capital Planning base amount: \$22,000
- ARC Processes base amount: \$22,000
- Mediation/Hubs/Partnerships base amount: \$4,550
- Data Management base amount: \$30,500

For Capital Planning and Data Management, the scaling factors are (A):

- 1.00 if the school board has 0-25 schools
- 1.20 if the school board has 26-50 schools
- 1.44 if the school board has 51-100 schools
- 1.73 if the school board has 101-150 schools
- 2.08 if the school board has 151-250 schools
- 2.50 if the school board has 251-350 schools
- 3.00 if the school board has over 350 schools

For ARC Processes and Facility Partnerships, the scaling factors are (B):

- 1.00 if the school board has 0-4 qualifying schools
- 2.00 if the school board has 5-10 qualifying schools
- 3.00 if the school board has 11-20 qualifying schools

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<sup>1</sup> Based on ADE Estimates for 2015–2016, released in March 2015

- 4.00 if the school board has 21-30 qualifying schools
- 5.00 if the school board has 31-40 qualifying schools
- 6.00 if the school board has 41-50 qualifying schools
- 7.00 if the school board has more than 50 qualifying schools

The calculation is the sum of the Capacity Building component (eligible school boards only) and the Data Management component (all school boards), as follows:

$$\text{Capacity Building} = (\$22,000 \times A) + (\$22,000 \times B) + (\$4,550 \times B)$$

$$\text{Data Management} = (\$30,500 \times A)$$

CPC funding for Capacity Building and Data Management flows through the School Facility Operations and Renewal Grant.

The CPC Amount is projected to be \$8.1 million in 2021–22.

## Non-Instructional Spaces Amount

Funding is provided to support the operating costs of non-instructional spaces such as teacherages in isolate board school authorities that were merged with and continued as district school boards in 2009. As of the 2021–22 school year, three district school boards continue to maintain such non-instructional spaces as part of their facility inventory which they acquired when they merged with isolate board school authorities.

Funding is provided for teacherages that are occupied by teachers and for teacherages that remain available to be occupied by teachers. Funding is not provided for teacherages that are being rented or used for administrative purposes. The remote distance factor is applied to this funding to recognize the higher administration and maintenance costs required to manage these units in remote areas as follows:

$$\$1,000 \text{ per teacherage} \times \text{remote distance factor}$$

The allocations provided to the three district school boards are set out in the GSN regulation.

The Non-Instructional Spaces Amount is projected to be \$42,000 in 2021–22.

## School Renewal Allocation

The School Renewal Allocation addresses the costs of repairing and renovating schools.

The School Renewal Allocation is the sum of the following four components:

- Base School Renewal – \$254.7 million

- Enhanced Top-up for School Renewal – \$14.3 million
- Enhancement to address deferred maintenance needs – \$53.7 million
- School renewal investment – \$50 million

Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

For 2021–22, this allocation is projected to be \$372.7 million.

## Cap on Operating Expenses

As of 2014–15, any increase in the amount of school renewal funding directed towards operating expenses, under this allocation, will be limited to an additional 5 per cent of each school board’s historical three-year average amount spent on operating (using the 2010–11, 2011–12 and 2012–13 fiscal years). This is to ensure that part of this funding continues to be used for depreciable type expenses.

<b>School Renewal Allocation – Key Components</b>			
<b>Component</b>	<b>Elementary Panel</b>	<b>Secondary Panel</b>	<b>Adult Education / Other Programs</b>
Enrolment	Day-School ADE of pupils enrolled in Junior Kindergarten, Kindergarten, and Grades 1 through 8.	Day-School ADE of pupils enrolled in Grades 9 through 12, excluding students 21 years of age and older.	<ul style="list-style-type: none"> <li>• Day-School ADE of pupils 21 years of age or older, high-credit portion of pupils in secondary school.</li> <li>• ADE of pupils enrolled in continuing education credit courses during the day (excluding pupils enrolled in correspondence self-study/online learning programs).</li> <li>• ADE of pupils enrolled in summer school programs.</li> </ul>

School Renewal Allocation – Key Components			
Component	Elementary Panel	Secondary Panel	Adult Education / Other Programs
			<ul style="list-style-type: none"> <li>Approved spaces in care, treatment and custody programs that operate in school board-owned space are treated as continuing education.</li> </ul>
On the Ground Capacity (OTG)	<p>The ministry has identified categories of instructional space for all elementary and secondary facilities of a school board using the Report of the Pupil Accommodation Review Committee (August 1998). A loading has been assigned to each category of instructional space identified, based on the number of pupils that can reasonably be accommodated in each category of instructional space. The sum of all the loading in the instructional space within a facility is its capacity.</p>		N/A
Benchmark Area Requirement per Pupil (fixed)	9.70 m <sup>2</sup>	12.07 m <sup>2</sup>	9.29 m <sup>2</sup>
	<p>The Benchmark Area Requirement per Pupil provides sufficient teaching and ancillary space to permit the effective delivery of elementary school programming (including primary class size), and secondary school programming.</p> <p>It also provides additional space required to accommodate the typical distribution of special education, learning opportunities and language (e.g. ESL, etc.) programming.</p>		<p>The Benchmark Area Requirement for Adult Education and Other Programs is lower than the traditional secondary school panel because no additional space is required for special needs programs.</p>

<b>School Renewal Allocation – Key Components</b>			
<b>Component</b>	<b>Elementary Panel</b>	<b>Secondary Panel</b>	<b>Adult Education / Other Programs</b>
Supplementary Area Factor (SAF)	The school board-specific SAF recognizes unique design features of a board's school facilities such as wide hallways, large shop spaces, and auditorium space, as well as the additional space requirement associated with special needs programming. Each school board has an elementary and secondary SAF that is greater than or equal to an adjustment factor of 1.0 (the secondary SAF is used for adult education/other programs). Each school board's SAF is set out in the GSN regulation.		
Benchmark for Renewal Costs	Allocation method benchmark for renewal costs: School board-specific weighted average of \$7.89 per m <sup>2</sup> and \$11.83 per m <sup>2</sup> with the weights reflecting the school board's total area under and over 20 years of age (weighted average age) respectively. Each school board's percentage of elementary and secondary school facility areas that are under and over 20 years of age are set out in the GSN regulation.		
Geographic Adjustment Factor (GAF) (2011)	The GAF is a cost index used by the ministry to identify and recognize regional variations in the construction and renewal costs of school facilities. Each school board's GAFs are set out in the GSN regulation.		

## Adjustment Factor Calculations

School board specific adjustment factors reflect data available in the School Facility Inventory System (SFIS) as of September 2, 2014.

## Weighted School Age

For the purpose of calculating the SAF and the School Renewal cost benchmark (i.e. over/under 20 benchmarks), the ministry determines a weighted average age for each school to better reflect a school's age. The age of the original building and all permanent additions are weighted by their respective gross floor area. The example below demonstrates how the weighted average ages are calculated.

<b>Example: School Age Calculation</b>			
<b>Construction History</b>	<b>Age</b>	<b>Gross Floor Area (GFA)</b>	<b>Age x GFA</b>

<b>Example: School Age Calculation</b>			
Original Construction	40	1,000	40,000
Addition	20	1,500	30,000
Addition	10	3,000	30,000
Demolition	40	-500	-20,000
Addition	2	500	1,000
Total		5,500	81,000
Weighted Average Age		$81,000/5,500 = 14.73$	

The weighted ages of schools have been updated as of September 2, 2014.

### **Supplementary Area Factor (SAF)**

A school board's SAF is determined by comparing its area per pupil, per panel, with the benchmark area per pupil of 9.7 m<sup>2</sup> for elementary and 12.07 m<sup>2</sup> for secondary. If the school board's area per pupil is less than the benchmark, it is deemed to have an SAF of 1.0. To calculate a school board's area per pupil, the total on-the-ground capacity of its schools (by panel) is divided by the total adjusted GFA of these schools.

To determine a school board's total adjusted GFA, schools with a weighted average age of 10 years or less are subject to adjustment to reflect the construction area benchmarks introduced in 2000. This adjustment reflects that school boards should have been building their schools to these ministry construction area benchmarks. The area per pupil calculation for these schools has been adjusted to reflect the lesser of the school's actual area per pupil or the variable construction area benchmarks introduced in memorandum 2011:B6.

The data used to calculate the SAFs have been updated as of September 2, 2014.

The following subset of schools will be exempted from this adjustment:

- Elementary schools with a capacity of less than 200 pupil places
- Secondary schools with a capacity of less than 300 pupil places
- Elementary schools where the variable benchmark is less than the fixed area per pupil of 9.7 m<sup>2</sup>
- Secondary schools where the variable benchmark is less than the fixed benchmark area per pupil of 12.07 m<sup>2</sup>

For the first two items, the actual GFA is used, as the ministry does not have a construction area benchmark for schools below the specified capacity threshold. For the last two items, the GFA is adjusted to reflect the lesser of the actual area per pupil or the (fixed) benchmark area requirement per pupil. This means that, for the purposes of calculating the SAF, a school's GFA was not adjusted below the fixed elementary (9.70

m<sup>2</sup>) or secondary (12.07 m<sup>2</sup>) benchmark area requirements. The table below illustrates how the SAFs have been calculated.

Example: Elementary SAF Calculation					
Board Owned Schools	Weighted Average Age	OTG	Adjusted Area Calculation [Area per Pupil = (GFA / OTG)]		GFA
XX	25	210	Area per Pupil	= 2,431 m <sup>2</sup> / 210 pupil places = 11.58 m <sup>2</sup> /per pupil place	2,431 m <sup>2</sup>
YY	5	465	Actual GFA	= 5,100 m <sup>2</sup>	The adjusted GFA for this school would be used to calculate the SAF for the elementary panel for this school board:  4,813 m <sup>2</sup>
			OTG	= 465 pupil places	
			Area per Pupil	= 5,100 / 465 = 10.97 m <sup>2</sup> /per pupil place	
			Variable benchmark OTG	= 465 pupil places	
				= 10.35 m <sup>2</sup> /per pupil place	
			New Variable Area per Pupil	= OTG x Variable Area per Pupil = 465 x 10.35	
			Adjusted GFA	= 4,813 m <sup>2</sup>	
			Take lesser GFA of 5,100 m <sup>2</sup> and 4,813 m <sup>2</sup>		
ZZ	3	620	Actual GFA	= 6,070 m <sup>2</sup>	The unadjusted GFA for this school would be used to calculate the SAF for the elementary panel for this school board:
			OTG	= 620 pupil places	
			Area per Pupil	= 6,070 / 620 = 9.79 m <sup>2</sup> /per pupil place	
			Variable benchmark OTG	= 620 pupil places	

Example: Elementary SAF Calculation					
Board Owned Schools	Weighted Average Age	OTG	Adjusted Area Calculation [Area per Pupil = (GFA / OTG)]		GFA
			New Variable Area per Pupil	= 10.12 m <sup>2</sup> /per pupil place	6,070 m <sup>2</sup>
			Adjusted GFA	= OTG x Variable Area per Pupil = 620 x 10.12 = 6,295 m <sup>2</sup>	
			Take lesser GFA of 6,070 and 6,295 m <sup>2</sup>		
Total		1,295			13,314 m <sup>2</sup>
SAF = (GFA/OTG) / Benchmark Area per Pupil					
= (13,314 m <sup>2</sup> / 1,295) / 9.70 m <sup>2</sup> = 1.060					

### ***Age Factor - Over/Under 20 Years of Age***

The over/under 20 years of age factor is applied to the renewal allocation to reflect that a school's capital renewal needs increase with age. This school board specific adjustment factor is calculated by panel and incorporates the weighted average age calculation to determine whether a school's gross floor area is under or over 20 years of age.

#### **Benchmark**

- The benchmark renewal cost for schools < 20 years of age is: \$7.89 per m<sup>2</sup>
- The benchmark renewal cost for schools ≥ 20 years of age is: \$11.83 per m<sup>2</sup>

## **Base School Renewal**

The Base School Renewal is calculated using the following formula:

Enrolment × Benchmark Area Per Pupil × SAF × Benchmark for Renewal Cost × GAF

The factors used to determine the Base School Renewal for elementary, secondary and other programs are set in the table above.

Base School Renewal funding is projected to be \$254.7 million in 2021–22.

## Enhanced Top-up for School Renewal

Base School Renewal is calculated using enrolment and does not recognize excess capacity at individual school facilities. Enhanced Top-up for School Renewal provides funding to address the cost of repairing and renovating eligible school facilities with excess capacity.

Enhanced Top-up for School Renewal is calculated on an individual school-facility level for those facilities that are offering a regular day-school program (exclusive of adult day school) that are distant from one another and are operating at less than full capacity, that is, in facilities where ADE is less than capacity.

School facilities where enrolment exceeds capacity will not generate any enhanced top-up funding; however, the entire enrolment of the facility (including the portion of enrolment greater than capacity) is generating funding from the Base School Renewal Component.

New school facilities that opened or have undergone significant renovations in or after 2016–17 are not eligible for this funding this year.

For 2021–22, enhanced Top-up for School Renewal funding is projected to be \$14.3 million.

Definition	Description
Eligibility requirements to qualify for enhanced top-up	<p>A school facility is eligible for Enhanced Top-up for School Renewal if it meets one of the following criteria:</p> <ul style="list-style-type: none"> <li>• facility is an elementary school where the next closest elementary or secondary school of the board is at least 10 kilometres away, or</li> <li>• facility is a secondary school where the next closest secondary school of the board is at least 20 kilometres away.</li> </ul>

NOTE: The distance to the closest school is measured by road network, and the next closest school facility does not include any school facility on the same campus.

**Enhanced Top-up for School Renewal =**

$$\begin{aligned}
 & \min (100\%, 1 - ADE/OTG) \times \\
 & \quad OTG \times \\
 & \quad Benchmark Area Per Pupil \times \\
 & \quad SAF \times \\
 & \quad Benchmark for Renewal Costs \times \\
 & \quad GAF
 \end{aligned}$$

Enhanced Top-up along with other components of the School Renewal Allocation will ensure that qualifying school facilities are funded at 100 per cent of their capacity.

## **Enhancement to Address Deferred Maintenance Needs**

The School Renewal Enhancement Amount is projected to be \$53.7 million and is an annual allocation provided to school boards to address deferred maintenance needs.

Each school board's Enhancement to Address Deferred Maintenance Needs is set out in the GSN regulation. The GAF is applied to this amount.

## **School Renewal Investment**

An additional \$50 million in capital funding has been allocated in proportion to a board's relative share of provincial school renewal funding<sup>1</sup>.

Each school board's School Renewal Investment is set out in the GSN regulation.

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<sup>1</sup> Only includes funding through the Base School Renewal and Enhanced Top-up for School Renewal components.

# Debt Service Support

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## **Remaining New Pupil Places (NPP) and Good Places to Learn (GPL) Balances into Capital Priorities**

Under the NPP capital program introduced in 1998 and the GPL capital program introduced in 2004, school boards were provided funding to support capital debt that was financed through either third-party debentures or Ontario Financing Authority (OFA).

In 2009–10, the ministry concluded the two programs (NPP and GPL) and as a result, a one-time debt support grant was provided for any debt relating to ministry approved capital expenditure net of the pupil accommodation reserve as of August 31, 2010. This grant is being flowed to school boards over the remaining term of their existing capital debt instruments. At the time of the wrap-up, school boards were also given a balance that was to be long-term financed through the OFA as they completed projects that were approved by the ministry. School boards will have accessed most of the balance by August 2017.

In 2016–17, the ministry transferred the remaining NPP and GPL balances that would be financed through the OFA to a capital grants model. This change provides efficiencies to school boards' capital planning and reporting processes as all capital related projects will be funded through a consistent capital grants model. School boards will continue to receive funding to repay existing OFA loan payments.

School boards will receive funding for their short-term interest costs incurred on projects that are underway in the following cases:

- where a school board short-term finances by borrowing from its internal reserves, the ministry recognizes these costs at an annual rate of 1 per cent
- where a school board short-term finances by external borrowing, the ministry recognizes the short-term interest costs for the one-, two- or three-month Banker's Acceptance rate (BA) plus 75 points

## **Pre-1998 Capital Expenditures**

Consistent with the recognition approach of capital debt for the NPP and GPL programs, there was a one-time grant recognition of all the existing approved pre-1998 permanently financed capital debt as of August 31, 2010. This grant is being cash flowed to school boards over the remaining term of their existing capital debt instruments.

The existing funding and cash flow mechanism for non-permanently financed debt that was refinanced through the 55 School Board Trust vehicle remain unchanged.

The Debt Service Support is projected to be \$355.2 million in 2021–22.

# Capital Funding

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The ministry continues its multi-year capital funding allocations designed to target school board identified capital needs. The primary means for funding new construction is the Capital Priorities Grant while School Condition Improvement funding helps address high and urgent renewal needs and facility condition. In addition, the ministry provides funding to create new licenced child care spaces, meet enrolment demands through temporary accommodation and purchase land for new schools and additions.

## Capital Priorities Program

The Capital Priorities Grant program supports the construction of new schools, permanent additions, renovations and school purchases. These projects address accommodation pressures, replacement of schools in poor condition; support past consolidation decisions and provide facilities for French-language rights holders in under-served areas.

Under this program, school boards are encouraged to standardize the design of new school construction, identify opportunities to work together on joint-use school projects and identify efficient build opportunities such as modular build construction methods.

School boards are required to seek ministry approval during key project milestones. Refer to the Capital Accountability Measures section in this document for the Capital Approval process.

## Child Care

Child care capital funding supports school-based child care capital projects which serve children aged 0 to 3.8 years, where there is a need for new child care construction or renovations to existing space. All child care space must be built in accordance with the *Child Care and Early Years Act, 2014* (CCEYA).

Eligible capital expenses include the following:

- first-time equipping
- expenses incurred to meet the CCEYA (for child cares only)
- expenses incurred to meet Building Code standards, that qualify under the [District School Board & School Authority Tangible Capital Assets: Provincial Accounting Policies & Implementation Guide \(TCA Guide\)](#), revised January 2021

Capital funding for child care cannot be used to address other school board capital needs. Funding is not provided for school-age child care spaces as the ministry will not fund exclusive space for before and after school child care programs. Child care funding must be directed only towards child care capital projects, and EarlyON funding must be directed only towards EarlyON capital projects.

Accommodation costs (e.g. rent, heating, lighting, cleaning, maintenance, and repair costs) are the sole responsibility of the early years' operator on a cost-recovery basis, and not eligible.

## **Site Acquisition, Demolition and Unique Site Costs**

The ministry is providing funding to address costs related to site acquisition and preparation for project construction costs that are not included in the ministry's capital funding benchmarks or not eligible for funding with Education Development Charges. Funding consideration will be prioritized for those projects that have been previously approved through the Capital Priorities Program. School boards may request this funding support from the ministry at any time during the year through the completion and submission of the Site Acquisition Notification form to their Capital Analyst.

Additional funding may be provided to school boards based upon submission of detailed estimates with supporting engineering reports. Eligible costs include, but are not limited to the following:

- the acquisition of a site for new school construction
- the acquisition of lots adjacent to existing schools for school expansion, including child care centres and community hubs
- site improvements to make the sites suitable for construction, such as soil remediation, additional fill or demolition of existing structures
- addressing extraordinary municipal requirements

School boards are to seek funding approval prior to incurring any costs. Costs incurred prior to receiving ministry Approval to Proceed (ATP) may remain the responsibility of the school board.

Please refer to the Capital Accountability Measures section in this document for additional information.

## **Amount for Temporary Accommodation**

The ministry continues to fund \$40 million for Temporary Accommodation in proportion to school boards' share of temporary accommodation activity. This funding may be used

for portable moves, leases and purchases, as well as for lease costs for permanent instructional space. This funding will be flowed as expenses are reported through the Education Financial Information System (EFIS).

To ensure fair and accurate temporary accommodation funding in future years, it is recommended that school boards reflect any changes to their portable inventory in SFIS before October 31 of each year.

As introduced in 2016–17, school boards are expected to place unspent Temporary Accommodation allocations from previous years in deferred revenue for spending on future temporary accommodation.

## Amount for School Condition Improvement (SCI)

The ministry is committed to supporting healthy and safe learning environments. For the upcoming school year, the ministry will continue to invest almost \$1.4 billion to maintain and improve the condition of schools. This investment is in addition to almost \$700 million in combined federal-provincial funding provided under the COVID-19 Resilience Infrastructure Stream (CVRIS) of the Investing in Canada Infrastructure Program (ICIP).

The School Condition Improvement (SCI) allocation is \$939.6 million in 2021–22. This funding is intended to help school boards address the identified renewal needs from the ministry’s School Condition Assessment Program. SCI funding is allocated in proportion to a school board’s total assessed renewal needs.

School boards are required to direct 70 per cent of SCI funding to key building components (e.g. foundations, roofs, windows) and systems (e.g. HVAC and plumbing). School boards are allowed to use the remaining 30 per cent of their new SCI funding to address the above, interiors and site improvement. School boards have the flexibility to prioritize schools and individual components and systems that fit under these categories and deal with problems as they emerge, rather than having to wait for the next condition assessment of a building.

Category	Funding	Description
Restricted	70%	Targeted to building envelope CPC (e.g. foundation, roof, windows) and mechanical systems (e.g. electrical, HVAC, plumbing) This is based on Unifomat: A: Substructure (e.g. foundations, basement walls) B: Superstructure (e.g. roofs, exterior walls, windows) C: Services (e.g. plumbing, HVAC, fire protection, electrical)

Category	Funding	Description
Discretionary	30%	Flexibility to allocate towards renewal capital project at existing schools (e.g. science labs, pavements, interior finishings)

School boards are required to report spending of SCI funding in the VFA facility<sup>1</sup> database. Reimbursement of school board expenditure is contingent on timely reporting. Payments will be made twice a year based on reported expenditure. The ministry will fund short-term interest costs related to these expenditures reflecting that SCI funding will occur on a bi-annual basis, consistent with other capital programs.

The ministry expects that school boards will spend their SCI funds on schools that school boards have deemed 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 not to use this funding to expand the size of schools, build new schools, or to service debt.

Further details regarding enveloping and financial reporting can be found in the Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements section of this document.

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<sup>1</sup> Capital planning/renewal software

# Capital Accountability Measures

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Capital accountability measures apply to all new capital projects that school boards undertake related to new schools, additions and major school retrofits, including child care and EarlyON projects.

A copy of the Capital Approval Process chart can be obtained through the school board's ministry capital analyst.

## **Approval Point 1-Pre-Design**

### ***Appointment of a Project Manager***

School boards are required to appoint a Project Manager (either internal staff or an external resource) for each capital project. The Project Manager will oversee all aspects of the project including monitoring the budget and project timelines and ensuring processes are in place for issues such as change orders and other internal approvals. The Project Manager will also serve as the point of contact between the school boards and the ministry for the duration of the project.

School boards are to provide the name of the Project Manager to the school board's ministry capital analyst.

### ***Facility Space Template***

School boards must complete the Facility Space Template as the first approval point for new schools and major additions or retrofits that cost more than 50 per cent of the value of the existing school or have a project cost over \$3 million. School boards must receive ministry's approval of the template prior to retaining the services of an architect.

Facility Space Templates were developed to capture instructional and operational elements and calculate the approximate square footage for new elementary and secondary schools. The templates were designed with school boards' assistance to demonstrate how school boards' needs can be accommodated within the ministry's space benchmarks and to assist school boards in evaluating potential square footage modifications, if needed.

If a school board chooses to amend the scope of a ministry approved project, the school board is required to inform the ministry prior to engaging the architect regarding the new proposed scope to confirm whether a revised Minister's approval is required. School boards may not proceed with project designs for scope amended projects without ministry approval.

If a project with a scope change requires additional ministry funding, the school board may be required to forfeit its project approval and re-submit a revised Capital Priorities business case with the alternative project scope.

In addition, any changes to the approved child care capital component of the project will require the approval of the school board's Consolidated Municipal Service Manager or District Social Services Administration Board (CMSM or DSSAB) and the school board will be required to re-submit a revised Joint Submission – Capital Funding for Child Care form.

A copy of the Facility Space Template can be obtained through the school board's ministry capital analyst.

## **Approval Point 2-Pre-Tender**

### ***Independent Cost Consultant***

The ministry also requires that an Independent Cost Consultant be retained by the school board. The role of the Cost Consultant is to review the design, provide objective costing analysis and advice, and report to the school board on options to ensure that the proposed capital expenditure is within the approved budget, prior to tendering a project. The ministry will require a letter from a senior board official confirming that the project Class A or B estimate by the Cost Consultant is within the approved budget, as part of the school board's request for Approval to Proceed with the project.

For projects that are comprised of multiple components such as school, child care, and other renewal work, boards are required to obtain separate costing breakdown within the independent cost consultant report, as this breakdown of information is required when completing the Approval to Proceed request for the ministry.

School boards are encouraged to share all versions of the cost consultant report after their completion, even prior to requesting an Approval to Proceed.

### ***Approval to Proceed with Capital Projects***

School boards are not permitted to tender capital projects without first receiving ministry approval to do so. To receive an approval, school boards must submit a completed Approval to Proceed form outlining their expected project costs and available funding for the project, along with the appropriate independent cost consultant report. This process was implemented to ensure that school boards have the financial resources to carry capital projects to completion.

There is one exception to this approval requirement. Stand-alone child care capital projects that cost less than \$250,000 do not require a ministry Approval to Proceed. However, a project cost estimate is recommended for these projects.

A copy of the Approval to Proceed form can be obtained through the school board's ministry capital analyst.

### **Approval Point 3-Post-Tender**

School boards must not award a tender for an amount in excess of its approved funding as indicated in this Approval to Proceed.

If the overall project cost, based on tendered results, is consistent with the approval from the ministry, the school board may proceed to award the tender.

In the instance, the overall project cost, based on tendered results, is higher than the ministry approval, school boards must identify strategies to reduce the project cost such that it does not exceed the ministry approved Approval to Proceed funding amount for the project prior to accepting the tender.

Where the project cost can not be reduced to the approved value, school boards are required to seek a revised Approval to Proceed. School boards must identify possible funding sources to support the additional costs or they may be directed to redesign the project.

The ministry strongly recommends that school boards include optional components to the tender proposal to provide for some pricing flexibility.

Throughout project development, if a school board anticipates that project costs will exceed their project's existing Approval to Proceed, they are to seek a revised Approval to Proceed, including the identification of additional funding sources to support the excess costs. Excess costs incurred prior to receiving ministry approval may remain the responsibility of the school board and may impact future Capital Priorities project approvals for school boards.

### **Site Acquisition (Purchase/Lease/Expropriation)**

School boards are required to provide the ministry with advance notification of site acquisitions, expropriations and leases. This requirement applies to all site acquisitions, whether funded through ministry provided funding, Education Development Charge revenues, or otherwise. School boards are to complete and submit the Site Acquisition Notification form to their ministry capital analyst.

This form enables school boards to provide the ministry with the following information pertaining to the proposed site acquisition:

- Location and full legal description of property;
- Total costs including purchase price, site preparation cost (if known) and legal fees; and

- Justification for the need to acquire a site such as an approved capital project through the ministry's Capital Priorities Grant program.

In addition, school boards are encouraged to supplement the form with additional information regarding the school board's site selection process including rationale for the acquisition, market value assessments, other sites considered, any geotechnical exploration and environment testing performed on the site and any information regarding potential unique site costs to the ministry as it becomes available.

Along with the Site Acquisition Notification Form, school boards are required to submit a copy of the Purchase and Sale Agreement or Lease Agreement, if applicable.

If available, at the time of request, school boards are encouraged to submit the following studies which may identify additional costs:

- Applicable Municipal Zoning By-Laws
- Applicable Municipal Planning By-Law
- Functional Servicing Study
- Environmental Site Assessment
- Hazardous Materials Assessment
- Geotechnical Study
- Site Grading Survey

The studies listed above are not exhaustive and school boards may be asked to provide additional studies and information in some situations (For example, provide a building condition assessment report when purchasing an existing building).

As a best practice, purchase or lease agreements should include a conditional cause stating Ministry approval is required before the transaction can be completed.

This notification is to be submitted to the ministry at least 60 days prior to the financial close of the transaction. If the Minister notifies the school board, within 60 days from the day the notice was provided, that the proposed transaction shall not proceed, then the school board shall not proceed with the transaction.

The 60-day window for the Minister to respond will begin upon the receipt of a completed Site Acquisition Notification form. Note that for school board requests for ministry funding or approval to apply board funding for an identified site need, the Minister is not restricted to a 60-day window to respond.

As part of the ministry's review process, proposed site acquisitions will be circulated to the Ministry of Municipal Affairs and Housing to ensure the development of the site is consistent with the Provincial Planning Act.

A copy of the Site Acquisition Notification form can be obtained through the school board's ministry capital analyst.

# School Authorities Allocation

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School authorities are very small school boards, usually located in remote areas of Ontario (isolate boards) or in some children's hospitals (hospital boards). This allocation is authorized through education funding regulations, but funding levels are not determined through the formulas used for district school boards.

Funding for isolate boards recognizes the unique costs of operating very small schools in remote areas. Isolate boards' allocations are based on education funding benchmarks consistent with the GSN, including capital lease arrangements, to the extent possible, with provisions for special approval by the Ministry of Education.

School authorities that operate within hospital settings under Section 68 of the *Education Act* provide educational programs for medically referred students from treatment centres within the range of Kindergarten to 21 years of age. They are also referred to as hospital boards. Due to their unique operational needs, Section 68 School Authorities are funded on a budget approval basis.

# Enrolment

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## Calculation of Average Daily Enrolment (ADE)

For the purposes of funding through the GSN, typically ‘pupils of the board’ are the students that generate funding. A pupil of the board is generally defined as a student who satisfies the conditions for the right to attend without the payment of fees as outlined under the *Education Act*. For the purposes of enrolment used to calculate components (A), (B), and (C) of the BAP Allocation, students for whom fees must be charged under the tuition fees regulation are also included. Pupils described in the section on Fees are not considered to be pupils of the board for the purposes of calculating grants to school boards.

Under the school year reporting that covers the period from September to August, ADE is calculated for the following.

### Day-School Pupils

Day-school ADE is based on the two count dates within the school year – the last school day of October and March<sup>1</sup>.

Elementary day-school pupils and secondary day-school pupils (excluding adult day-school pupils and the high-credit ADE of secondary day-school pupils) are funded through most components of the GSN, unless otherwise specified.

The ADE of adult day-school pupils (21 years of age or older as of December 31 of the current school year) and the high-credit ADE of secondary day-school pupils are primarily funded through the Continuing Education and Other Programs Grant.

### High-Credit Day-School ADE

The portion of a pupil's enrolment over the 34-credit threshold is to be captured in the high-credit day-school ADE category. High-credit day-school ADE is funded at the continuing education rate.

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1 For school boards that have chosen a quadmester (4-semester) or octomester (8-semester) delivery model, the ADE is determined by, first, calculating the average number of minutes of instruction based on the 16th day of each quadmester or octomester. Then, the ADE reported for the October count date will be based on the average of the average number of minutes of instruction per term for the first 2 quadmasters or the first 4 octomesters. For the March count date, the ADE reported will be based on the average of the average number of minutes of instruction per term for the last 2 quadmasters or the last 4 octomesters.

A pupil is considered to be a fully high-credit day school student if a pupil generates no regular day-school ADE (i.e. generates all their day school funding at the high-credit day-school ADE rate).

### **Continuing Education and Summer School Pupils**

The ADE of continuing education and summer school pupils is calculated based on classes or courses in which the pupils are enrolled.

# Fees

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School boards are required to charge tuition fees for non-resident visa students, students residing in a First Nation community, and students from outside of the province of Ontario. For more details regarding tuition-paying students (“other pupils”) as defined in regulation, refer to the 2021–22 Enrolment Register Instructions for Elementary and Secondary Schools or contact [enrolment@ontario.ca](mailto:enrolment@ontario.ca). This section outlines what fees must be charged for these students and how these fees are calculated.

## New in 2021-22

### *Detailed Fee Calculations*

Additional detail has been added to this document, outlining the calculation of the fees, including the base fees for day school students per ADE. The base fees for day school students, which was previously detailed in O. Reg. 490/20: *Calculation of Fees for Pupils for the 2020-2021 School Board Fiscal Year*, sections 3(3) for elementary and 3(4) for secondary, are now table amounts calculated based on school board Estimates.

## Reciprocal Education Approach (REA)

### Fees Regulation Section 3, Day School

In accordance with sections 185 and 188 of the *Education Act* and O. Reg. 261/19: *Reciprocal Education Approach (REA)* under the *Education Act*, as of September 1, 2019, school boards are required to admit eligible students to a school of a school board and support eligible students to attend an eligible First Nation-operated or federally operated school.

For day school students attending a school of a school board under the REA, the school board is required to charge the day school base fee per ADE to the First-Nation or Eligible Entity identified in the Written Notice. For students attending a First Nation or federally operated school under the REA, the school board is required to provide the base fee amount per ADE to the First Nation or Eligible Entity identified in the Written Notice. School boards may enter negotiations with the federal government, a band, a council of the band, or an education authority regarding additional services and supports that supplement the day school base fee, as outlined in regulation (e.g., Special education claims-based amounts, transportation, and/or additional Indigenous languages or Indigenous studies courses).

More information on the REA, including board requirements regarding pupil registration and payment processes are outlined in *The Reciprocal Education Approach (REA)*

Instructions For First Nations and School Boards available on the ministry's website at:  
<http://www.edu.gov.on.ca/eng/indigenous/rea-instructions-en.pdf>

### **Fees Regulation Section 8, Summer School and Continuing Education**

For eligible students who wish to enrol in the continuing education program, the school board is required to charge a minimum fee per ADE based on the following calculation:

$$\frac{\text{Total expenses for continuing education}}{(\text{Total continuing education enrolment} \times \text{enrolment of the tuition-paying student})}$$

For eligible students who wish to enrol in the summer school program, the school board is required to charge a minimum fee per ADE based on the following calculation:

$$\frac{\text{Total school board expenses for summer school program}}{(\text{Total summer school enrolment} \times \text{enrolment of the tuition-paying student})}$$

## **International Visa students**

### **Fees Regulation Section 7, Day School**

For international Visa students (for whom subsection 49(6) of the *Education Act* applies) enrolled in day school, the school board is required to charge at least one-tenth of the day school minimum base fee and the Pupil Accommodation Charge (PAC) per ADE for each month the student is enrolled.

### **Fees Regulation Section 8, Summer School and Continuing Education**

For international Visa students enrolled in the continuing education program, the school board is required to charge a minimum fee per ADE based on the following calculation:

$$\frac{\text{Total expenses for continuing education}}{(\text{Total continuing education enrolment} \times \text{enrolment of the tuition-paying student})}$$

For international Visa students enrolled in the summer school program, the school board is required to charge a minimum fee per ADE based on the following calculation:

$$\frac{\text{Total expenses for summer school program}}{(\text{Total summer school enrolment} \times \text{enrolment of the tuition-paying student})}$$

### **Waived Fees**

The *Education Act* requires school boards to waive fees for some international students (for whom subsection 49(7) of the *Education Act* applies) such as children whose parents/guardians have applied for permanent residence in Canada and children whose

parents/guardians are enrolled full-time in a diploma, degree or certificate program (minimum of 2 or 3 semesters or 600 + hours of instruction) at a publicly funded Ontario university, college or institution, including an institution that is an affiliate or federated institution of a university or college, that receives operating grants from the Government of Ontario.

### **International Student Recovery Amount**

The ISRA, within the Continuing Education and Other Programs Grant, is based on the ADE of fee-paying international Visa students reported in OnSIS, multiplied by \$1,300.

## **Canadian students from outside Ontario**

### **Fees Regulation Section 5, Day School**

For Canadian students from outside Ontario enrolled in day school, the school board may charge no more than the day school base fee (maximum) and the PAC per ADE. School boards may charge additional fees for additional services and supports that supplement the base fee for day school students, as outlined in regulation (e.g., special education claims-based amounts, transportation, and/or other programs not fully funded through the base fee).

### **Fees Regulation Section 8, Summer School and Continuing Education**

For Canadian students from outside Ontario who wish to enrol in the continuing education program, the school board is required to charge a minimum fee per ADE based on the following calculation:

$$\frac{\text{Total expenses for continuing education}}{(\text{Total continuing education enrolment} \times \text{enrolment of the tuition-paying student})}$$

For Canadian students from outside Ontario who wish to enrol in the summer school program, the school board is required to charge a minimum fee per ADE based on the following calculation:

$$\frac{\text{Total expenses for summer school program}}{(\text{Total summer school enrolment} \times \text{enrolment of the tuition-paying student})}$$

## **Parent / guardian residing on tax exempt land**

### **Fees Regulation Section 4, Day School**

For students enrolled in day school whose parents or guardians reside on tax exempt land, the school board may charge \$40 per month per family.

## Base Fee Calculations for Day School Students

The 2021–22 base fee calculations for day school students per ADE are based on 2021–22 GSN allocations and are set out in the *Calculation of Fees for Pupils for the 2021–2022 School Board Fiscal Year* regulation, sections 3(3) elementary and 3(4) secondary.

- **Elementary Day School Base Fee per ADE:** The sum of the 2021-22 GSN allocations in the table below for the school board divided by the total elementary day school ADE for the school board, using 2021-22 School Board Estimates.
- **Secondary Day School Base Fee per ADE:** The sum of the 2021-22 GSN allocations in the table below for the school board divided by the total secondary day school ADE for the school board, using 2021-22 School Board Estimates.

The table below outlines the components of each GSN grant for 2021–22 day school “base fee” calculations per ADE for elementary and secondary day school students based on the 2021–22 GSN allocation calculations outlined in this document. Note: The Transportation and Continuing Education and Other Programs grants are fully excluded from the day school base fee calculation.

GSN GRANT	DAY SCHOOL BASE FEE CALCULATIONS	
	ELEMENTARY	SECONDARY
Pupil Foundation Grant	<ul style="list-style-type: none"> <li>• Kindergarten (JK/SK) Pupil Foundation Allocation</li> <li>• Primary (Grades 1 to 3) Pupil Foundation Allocation</li> <li>• Junior and Intermediate (Grades 4 to 8) Pupil Foundation Allocation</li> <li>• Intermediate (Grades 7 and 8) Supplementary Pupil Foundation Allocation</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary (Grades 9 to 12) Pupil Foundation Allocation</li> </ul>
School Foundation Grant	<ul style="list-style-type: none"> <li>• In-School Administration and Leadership Allocation elementary school components and elementary portions of each combined school (i.e., school-based allocation divided by school's total school enrolment and multiplied by school's elementary enrolment)</li> <li>• Library Staff Allocation</li> </ul>	<ul style="list-style-type: none"> <li>• In-School Administration and Leadership Allocation secondary school components and secondary portions of each combined school (i.e., school-based allocation divided by school's total enrolment and multiplied by school's secondary enrolment)</li> </ul>

GSN GRANT	DAY SCHOOL BASE FEE CALCULATIONS	
	ELEMENTARY	SECONDARY
	<ul style="list-style-type: none"> <li>• Parent Engagement Allocation elementary portion*</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Engagement Allocation secondary portion**</li> </ul>
<p>Special Education Grant</p> <p><b>Note:</b> Does not include claims-based amounts i.e. excludes SEA claims-based amount, ECPP Allocation, Northern Adjustment and SIP Allocations. Under the REA, additional funding may be negotiated separately for these claims-based amounts.</p>	<ul style="list-style-type: none"> <li>• SEPPA Allocation elementary amounts (JK to Grade 3; Grades 4 to 8)</li> <li>• Elementary portion of school boards*:               <ul style="list-style-type: none"> <li>○ DSENA Allocation</li> <li>○ SEA Allocation base and per-pupil amounts</li> <li>○ BEA Allocation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SEPPA Allocation secondary amounts (Grades 9 to 12)</li> <li>• Secondary portion of school boards**:               <ul style="list-style-type: none"> <li>○ DSENA Allocation</li> <li>○ SEA Allocation base and per-pupil amounts</li> <li>○ BEA Allocation</li> </ul> </li> </ul>
<p>Language Grant</p>	<p>English-language school boards:</p> <ul style="list-style-type: none"> <li>• ESL/ELD Recent Immigrant Component based on elementary weighted enrolment and elementary portion of school boards' DELL component*</li> <li>• Recent Immigrant Supplement pro-rated share of the ESL/ELD Recent Immigrant Component based on elementary weighted enrolment</li> <li>• FSL Allocation elementary amount</li> </ul> <p>French-language school boards:</p> <ul style="list-style-type: none"> <li>• PANA Allocation based on elementary weighted enrolment</li> </ul>	<p>English-language school boards:</p> <ul style="list-style-type: none"> <li>• ESL/ELD Allocation Recent Immigrant Component based on secondary weighted enrolment and secondary portion of school boards' DELL component**</li> <li>• Recent Immigrant Supplement pro-rated share of the ESL/ELD Recent Immigrant Component based on secondary weighted enrolment</li> <li>• FSL Allocation secondary amount</li> </ul> <p>French-language school boards:</p>

GSN GRANT	DAY SCHOOL BASE FEE CALCULATIONS	
	ELEMENTARY	SECONDARY
	<ul style="list-style-type: none"> <li>Recent Immigrant Supplement pro-rated share of the ESL/ELD Recent Immigrant Component elementary weighted enrolment</li> <li>FFL Allocation elementary per-pupil amount (excluding the start-up funding for new French-language elementary schools)</li> <li>ALF Allocation elementary per-pupil and school amounts, and elementary portion of the board component (excluding 1.0 teacher salary and benefits benchmark)*</li> </ul>	<ul style="list-style-type: none"> <li>PANA Allocation based on secondary weighted enrolment</li> <li>Recent Immigrant Supplement pro-rated share of the PANA Allocation based on secondary weighted enrolment</li> <li>FFL Allocation secondary per-pupil amount</li> <li>ALF Allocation secondary per-pupil and school amounts, and secondary/combined portion of the board component (excluding 1.0 teacher salary and benefits benchmark)** plus 1.0 teacher salary and benefits benchmark</li> </ul>
<p>Indigenous Education Grant</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>Under the REA, additional funding may be negotiated separately (e.g., to support additional Indigenous languages or First Nations, Métis and Inuit studies courses).</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous Languages Allocation elementary amount</li> <li>BAP Allocation elementary portion*</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous Languages Allocation secondary amount</li> <li>First Nations, Métis, and Inuit Studies Allocation</li> <li>BAP Allocation secondary portion**</li> </ul>
<p>Geographic Circumstances Grant</p> <p><b>Note:</b> Through the GSN, Supported Schools Allocation for French-language boards is adjusted by any funding generated</p>	<ul style="list-style-type: none"> <li>Remote and Rural Allocation School Board Enrolment component calculated using a per-pupil amount based on total enrolment multiplied by elementary ADE, Distance/Urban Factor/French-Language Equivalence per-pupil amount multiplied by</li> </ul>	<ul style="list-style-type: none"> <li>Remote and Rural Allocation School Board Enrolment component calculated using a per-pupil amount based on total enrolment multiplied by secondary ADE, Distance/Urban Factor/French-Language Equivalence per-pupil</li> </ul>

<b>GSN GRANT</b>	<b>DAY SCHOOL BASE FEE CALCULATIONS</b>	
	<b>ELEMENTARY</b>	<b>SECONDARY</b>
through the Secondary School Size Amount of the ALF Allocation	<p>elementary ADE, and School Dispersion per-pupil amount multiplied by elementary ADE</p> <ul style="list-style-type: none"> <li>Supported Schools Allocation elementary and combined schools (elementary portion)</li> <li>RNEF Allocation elementary portion*</li> <li>Additional Software Licensing Top-Up Allocation elementary portion*</li> <li>Student Technological Devices Top-Up Allocation elementary portion*</li> </ul>	<p>amount multiplied by secondary ADE, and School Dispersion per-pupil amount multiplied by secondary ADE</p> <ul style="list-style-type: none"> <li>Supported Schools Allocation secondary and combined schools (secondary portion)</li> <li>RNEF Allocation secondary portion**</li> <li>Additional Software Licensing Top-Up Allocation secondary portion**</li> <li>Student Technological Devices Top-Up Allocation secondary portion**</li> </ul>
Learning Opportunities Grant	<ul style="list-style-type: none"> <li>Demographic Allocation elementary portion*</li> <li>Student Success, Grades 7 to 12 Allocation: demographic component and territorial student program elementary portion*, and elementary calculations of both the enrolment and dispersion components</li> <li>Grade 7 and 8 Literacy and Numeracy and Student Success Teachers Allocation</li> <li>Tutoring Allocation elementary portion*</li> <li>EL Allocation enrolment, demographic and dispersion components elementary portion*</li> <li>Outdoor Education Allocation elementary portion*</li> </ul>	<ul style="list-style-type: none"> <li>Demographic Allocation secondary portion**</li> <li>Student Success, Grades 7 to 12 Allocation: demographic component and territorial student program secondary portion**, and secondary calculations of both the enrolment and dispersion components</li> <li>Tutoring Allocation secondary portion**</li> <li>SHSM Allocation</li> <li>EL Allocation enrolment, demographic and dispersion components secondary portion**</li> <li>Outdoor Education Allocation secondary portion**</li> </ul>
Mental Health and Well-being Grant	<ul style="list-style-type: none"> <li>Supporting Student Mental Health Allocation elementary portion*</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health Workers Allocation</li> </ul>

<b>GSN GRANT</b>	<b>DAY SCHOOL BASE FEE CALCULATIONS</b>	
	<b>ELEMENTARY</b>	<b>SECONDARY</b>
	<ul style="list-style-type: none"> <li>• Safe and Accepting Schools Allocation elementary portion*</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting Student Mental Health Allocation secondary portion**</li> <li>• Safe and Accepting Schools Allocation secondary portion**</li> <li>• UPHS Allocation</li> </ul>
Cost Adjustment and Teacher Qualification and Experience Grant	<ul style="list-style-type: none"> <li>• Cost Adjustment Allocation elementary portion*</li> <li>• Teacher Q&amp;E Allocation elementary amount</li> <li>• ECE Q&amp;E Allocation</li> <li>• NTIP Allocation multiplied by eligible elementary teachers and divided by total eligible teachers</li> <li>• Teacher Job Protection Funding Allocation elementary base funding</li> <li>• Retirement Gratuities amount for employees primarily involved in the provision of education to elementary pupils</li> <li>• Benefits Trusts Allocation elementary portion*</li> </ul>	<ul style="list-style-type: none"> <li>• Cost Adjustment Allocation secondary portion**</li> <li>• Teacher Q&amp;E Allocation secondary amount</li> <li>• NTIP Allocation multiplied by eligible secondary teachers and divided by total eligible teachers</li> <li>• Teacher Job Protection Funding Allocation secondary base funding and STEM/specialized program exemption amounts</li> <li>• Retirement Gratuities amount for employees primarily involved in the provision of education to secondary pupils</li> <li>• Benefits Trusts Allocation secondary portion**</li> </ul>
Supports for Students Fund	<ul style="list-style-type: none"> <li>• Supports for Students Fund elementary portion*</li> </ul>	<ul style="list-style-type: none"> <li>• Supports for Students Fund secondary portion**</li> </ul>
Program Leadership Grant (PLG)	<ul style="list-style-type: none"> <li>• PLG elementary portion*</li> </ul>	<ul style="list-style-type: none"> <li>• PLG secondary portion**</li> </ul>
Declining Enrolment Adjustment (DEA)	<ul style="list-style-type: none"> <li>• DEA elementary portion*</li> </ul>	<ul style="list-style-type: none"> <li>• DEA secondary portion**</li> </ul>
School Board Administration and Governance Grant	<ul style="list-style-type: none"> <li>• Trustees Allocation: Trustee Honoraria component elementary portion*</li> <li>• Board Administration Allocation elementary portion*</li> </ul>	<ul style="list-style-type: none"> <li>• Trustees Allocation: Trustee Honoraria component secondary portion** and Student Trustee Honoraria component</li> </ul>

GSN GRANT	DAY SCHOOL BASE FEE CALCULATIONS	
	ELEMENTARY	SECONDARY
	<ul style="list-style-type: none"> <li>Executive Compensation Allocation for 2017–18 Increases elementary portion*</li> <li>Curriculum and Assessment Implementation Allocation (including Indigenous-Focused Curriculum) elementary portion</li> <li>School Authorities Amalgamation Adjustment elementary portion*</li> <li>MISA Local Capacity Building Allocation elementary portion*</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>No Student Trustee Honoraria component as this amount is applied fully to the secondary fee</li> </ul>	<ul style="list-style-type: none"> <li>Board Administration Allocation secondary portion**</li> <li>Executive Compensation Allocation for 2017–18 Increases secondary portion**</li> <li>Curriculum and Assessment Implementation Allocation (including Indigenous-Focused Curriculum) secondary portion</li> <li>School Authorities Amalgamation Adjustment secondary portion**</li> <li>MISA Local Capacity Building Allocation secondary portion**</li> </ul>
School Facility Operations and Renewal Grant	<ul style="list-style-type: none"> <li>School Operations:               <ul style="list-style-type: none"> <li>Base School Operations elementary panel amount</li> <li>Enhanced Top-up for School Operations elementary panel amount</li> <li>CPC Amount elementary portion*</li> <li>Non-instructional Spaces Amount elementary portion*</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>School Operations:               <ul style="list-style-type: none"> <li>Base School Operations secondary panel amount</li> <li>Enhanced Top-up for School Operations secondary panel amount</li> <li>CPC Amount secondary portion**</li> <li>Non-instructional Spaces Amount secondary portion**</li> </ul> </li> </ul>

\*Total allocation(s) divided by school board day school enrolment and multiplied by elementary enrolment.

\*\*Total allocation(s) divided by school board day school enrolment and multiplied by secondary enrolment.

# Reporting and Accountability

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The ministry has established the following dates for submission of financial reports in 2021–22.

Date	Financial Report
June 30, 2021	School Board Estimates for 2021–22
November 15, 2021	School Board Financial Statements for 2020–21
November 19, 2021	School Board Enrolment Projections for 2022–23 to 2025–26
December 15, 2021	School Board Revised Estimates for 2021–22
May 13, 2022	School Board Financial Report for September 1, 2021 to March 31, 2022

Financial reporting, monitoring, and auditing are important elements of an overall accountability framework associated with funding that is provided for education. The ministry continues to monitor that grant claims by school boards are in accordance with the grant regulations and that school boards are in compliance with provincial standards and legislation, and funding envelopes.

Some of the measures that the ministry may take to ensure compliance include:

- withholding grants when a school board is not in compliance
- requiring school boards to prepare and submit deficit management plans when necessary
- directing school boards to take measures to become compliant

School boards' financial statements are prepared following Public Sector Accounting Board (PSAB) standards. There are, however, still some expense exceptions to PSAB for budget compliance purposes, most of which relate to employee benefits. Action taken to reduce the gap is addressed in the Balanced Budget section of this document.

## Cash Management Strategy

The purpose of the cash management strategy is to help reduce the Province's borrowing costs. Under this policy, school boards' monthly cash flows are refined based on each school board's cash requirement. School boards' funding entitlements remain the same under the GSN regulation; however, some school boards record a receivable from the Province for the difference between their funding entitlement and the actual cash flow received.

### ***Delayed Grant Payment – Operating***

For those school boards, part of their grant payments from the ministry are delayed until their adjusted accumulated surplus and deferred revenue (ASDR) balance meet a specified criterion. The Delayed Grant Payment amount is calculated using a sliding scale based on the ASDR balance as a percentage of the annual operating allocation of each school board:

- the portion of the ASDR balance less than or equal to 5% of the operating allocation will not be subject to delayed grant payment
- the portion of the ASDR balance greater than 5% and less than or equal to 10% of the operating allocation will be subject to delayed grant payment at a rate of 80%
- any portion of the ASDR balance greater than 10% of the operating allocation will be subject to delayed grant payment in its entirety

The Delayed Grant Payment Operating amount is updated annually based on the most recent financial statements submitted by school boards.

### ***Delayed Grant Payment – Proceeds of Disposition***

The Delayed Grant Payment amount also includes Proceeds of Disposition balances from school boards, net of funds required for renewal and capital projects in the upcoming school year. The Delayed Grant Payment Proceeds of Disposition amount is updated twice per year based on the most recent estimates and revised estimates submitted by school boards.

School boards' transfer payments are adjusted based on the change in their Delayed Grant Payment balances.

# Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements

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Education funding is intended to mirror cost structures; however, school boards have flexibility in their actual expenditures. It is up to school boards to determine their detailed budget commitments within the terms of the *Education Act* and other relevant regulations and memoranda.

Education funding recognizes that school boards need flexibility to decide how best to allocate resources within their budgets. At the same time, there are restrictions on how school boards may use certain components of their allocation.

Limitations are detailed below:

- Budgets must be balanced.
- Class size regulation must be respected.
- The Library Staff Allocation within the School Foundation Grant is to be used to fund library staff.
- The Special Education Grant is limited to special education expenditures, including spending restrictions on specific amounts within the grant.
- The allocations within the Targeted Student Supports Envelope of the Learning Opportunities Grant are limited for use collectively on its four programs.
- The allocations within the Experiential Learning Envelope of the Learning Opportunities Grant are limited for use collectively on its three programs.
- The Indigenous Education Grant is limited to expenditures that support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives and contributions, including spending restrictions on specific amounts within the grant.
- The RNEF within the Geographic Circumstances Grant is to be used to further improve education for students from rural communities.
- The Mental Health Workers Staffing Component within the Mental Health Workers Allocation of the Mental Health and Well-Being Grant is limited to expenditures on regulated mental health professionals in secondary schools.
- NTIP funding within the Cost Adjustment and Teacher Qualifications and Experience Grant is to be used for eligible NTIP expenditures, which are required to meet NTIP program requirements.
- School Board Administration and Governance spending shall not exceed the envelope (excluding Internal Audit and Curriculum and Assessment Implementation Allocations and expenses).

- The Internal Audit Allocation is limited to internal audit expenditures (excluding any portion of the public sector compensation restraint amount attributable to internal audit).
- PLG funding is to be used for eligible expenditures, including salary & benefits and travel & professional development for the program leaders funded through the PLG. If the school board does not employ an Indigenous Education Lead, the board will only generate 0.5 of the supervisory officer benchmark plus 10.44%, which must be reported and spent toward the BAP. If the school board does not employ any one of the remaining five program leaders (excluding the Indigenous Education Lead), the school board will not generate funding for that particular program leader.
- The Indigenous Education Lead amount may only be spent on Indigenous Education Lead. Any remaining funds must be reported and spent under the BAP Allocation.
- The School Renewal Allocation is primarily limited to capital renewal expenditures.
- The School Condition Improvement Allocation is to be used for renewal expenditures that are capitalized and address the overall state of repair.
- Funding for approved capital projects is to be used for intended purpose.
- The Temporary Accommodation Allocation is to be used for portable moves, leases, and purchases, as well as lease costs for permanent instructional space.
- A portion of GSN funding is to be used first for minor tangible capital assets (furniture and equipment that is capitalized).
- The ministry also provides funding outside the GSN through PPF for a variety of projects. Restrictions related to this funding are included in Transfer Payment contracts.

## **Balanced Budgets**

School boards are required to have balanced budgets, which require total spending to be equal to, or less than, total revenue. However, there are circumstances where an in-year deficit is permissible under O. Reg. 280/19 if there were prior surpluses (called accumulated surplus). The draw on the accumulated surplus is limited to ensure that this action does not place the school board at undue financial risk. The draw on the accumulated surplus is limited to the lesser of the following:

- 1) the school board's accumulated surplus from the preceding year
- 2) one per cent of the school board's operating revenue

Carrying a deficit larger than this amount requires approval from the Minister of Education.

## Elementary Class Size Compliance

School boards are required to organize elementary classes to achieve the requirements set out in O. Reg. 132/12: *Class Size*. The ministry continues to ensure compliance with the elementary provisions of the class size regulation as outlined below.

For any school board that is not compliant:

- In year one of non-compliance, school board Chairs and Directors will be notified by the Minister and Deputy Minister and required to submit a compliance management plan detailing how the school board will become compliant with class size regulations.
- In year two of non-compliance and beyond, school board Chairs and Directors will be notified by the Minister and Deputy Minister and subject to the following reductions in the GSN envelope for school board administration and governance:
  - one per cent after two years of non-compliance
  - three per cent after three years of non-compliance
  - five per cent after four years of non-compliance
- The ministry will also conduct an analysis of that school board's use of other revenues for administrative purposes to determine if further restrictions are necessary.

In any year, a school board that does not submit its elementary class size information to the ministry by the deadline will be subject to immediate cash withholdings equivalent to 50 per cent of monthly GSN transfers from the ministry. If a school board's monthly GSN transfers are subject to delayed grant payments, cash withholdings (equivalent to 50 per cent of monthly GSN transfers) will be applied in the month which the monthly GSN transfer payment is scheduled to return.

In any year, a school board that demonstrates compliance with the class size regulation and reporting will have the above financial penalties or withholdings lifted, subject to the approval of the Minister.

## Library Staffing

New this year, the ministry is introducing requirements to enhance reporting for library staff funding. This additional reporting is intended to provide the ministry with greater insight into how school boards are funding libraries and related supports.

The enveloping provisions of the Library Staff Allocation in the School Foundation Grant remain in effect.

School boards that are not fully utilizing the funding provided for library staffing through the Pupil Foundation Grant, along with the existing enveloping provision of the Library

Staff Allocation, will be asked for a multi-year plan highlighting their vision and next steps to address any underspending in this area.

## **Special Education Grant**

The Special Education Grant establishes the level of funding that each school board may spend on special education; however, school boards may spend more on special education programs, services and/or equipment. School boards must take into account any funding through PPF that applies to special education programs in the determination of their compliance with the special education enveloping provisions. The ministry specifies types of spending for which the Special Education Grant may be used and the list of allowed costs in the [Uniform Code of Accounts](#). School boards must spend the amount of the special education expenditure envelope (net of the Northern Adjustment in MOV, SEA Per-Pupil Amount, ABA Training Amount, and the ASSD Amount; these components are subject to spending restrictions outlined below), as determined by the enveloping provisions of the regulation, for the additional costs of special education programs and supports (i.e. the costs above the regular costs of pupils' education supported by the Pupil Foundation Grant and the other supplemental grants). School boards must report unspent special education funds as deferred revenue to be used for special education in the future.

School boards are expected to report in EFIS the number of ABA Expertise Professionals supported through the ABA Expertise Professionals Amount.

## ***MOV Northern Adjustment***

School boards are required to use funding provided under the Northern Adjustment category of the MOV component of DSENA on eligible expenses related to regionally determined special education priorities that are addressed through joint, innovative and cost-effective special education programs and services, including in underserved rural and remote communities of Northern Ontario. This enveloped funding is provided to the three cooperative lead boards responsible for administering on behalf of all school boards and school authorities within the cooperatives:

- District School Board Ontario North East for the Northeast cooperative
- Thunder Bay Catholic District School Board for the Northwest cooperative
- Conseil scolaire public du Grand Nord de l'Ontario for the French cooperative

Funding is administered by the three regional cooperatives and supports 22 district school boards and three school authorities. The lead school boards are responsible for distributing funding in a manner that supports all school boards contained within their respective cooperative. The lead boards must report any unspent funds as deferred revenue to be used for future Northern Adjustment expenditures. Where applicable, all

non-lead school boards' expenses must equal their revenue from the lead board, returning any unspent funding to the lead board.

Any eligible spending in excess of the funding for the Northern Adjustment will be included in the special education spending that is measured against the broader special education envelope described above.

### ***Multi-Disciplinary Supports Amount***

School boards generate DSENA Multi-Disciplinary Supports Amount funding for a multi-disciplinary team, based on the number of multi-disciplinary team members employed, in addition to funding for the Other Staffing Resources component amount of this Multi-Disciplinary Supports Amount.

Through the Multi-Disciplinary Team Component, each multi-disciplinary team member employed as reported by school boards in EFIS, up to a maximum of four, will generate \$102,145.48 for the school board. If the expenses for these multi-disciplinary team members are less than the amount of funding generated, this unspent funding is to be reported as deferred revenue for special education (broader special education envelope). Any eligible spending in excess of the funding for multi-disciplinary team members will be included in the special education spending that will be measured against the broader special education envelope described above.

### ***SEA Per-Pupil Amount***

School boards are required to use the SEA Per-Pupil Amount on eligible expenditures that comply with the *Special Education Funding Guidelines: Special Equipment Amount (SEA), 2021–22, Spring 2021*. These include items such as computers, software, robotics, computing-related devices, and other required supporting equipment as identified for use by students with special education needs. SEA Per-Pupil Amount must be reported separately from all other special education expenditures. Unused SEA Per-Pupil Amount funding must be reported as SEA Per-Pupil Amount deferred revenue to support future SEA Per-Pupil Amount special equipment purchases. Any eligible spending in excess of the funding for SEA Per-Pupil Amount must be included in the special education spending that is measured against the broader special education envelope described above.

### ***ABA Training Amount***

School boards are required to use the BEA's ABA Training Amount funding for ABA training purposes, and any unspent funding must be reported as deferred revenue to be used for future ABA training. Any eligible spending in excess of the funding for ABA Training Amount will be included in the special education spending that will be measured against the broader special education envelope described above.

## ***ASSD Amount***

School boards are required to use the BEA's ASSD Amount funding, new for 2021–22, for ASSD programs, and any unspent funding must be reported as deferred revenue to be used for future ASSD programs. Any eligible spending in excess of the funding for ASSD Amount will be included in the special education spending that will be measured against the broader special education envelope described above.

School boards are expected to report in EFIS the number of students supported through ASSD programs.

## **Indigenous Education Grant**

The Indigenous Languages, First Nations, Métis, and Inuit Studies, and Board Action Plan Allocations within the Indigenous Education Grant are limited to expenditures that support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives and contributions.

Funding generated within the Indigenous Languages and First Nations, Métis, and Inuit Studies allocations must be spent on the respective program to run these courses, and any funding surplus is to be reported and spent under the Board Action Plan (BAP) Allocation.

If funds generated through these three allocations are unspent at the end of the school year, they must be reported as deferred revenue for future spending within the BAP Allocation.

School boards are required to deliver Indigenous Languages and First Nations, Métis, and Inuit Studies courses if a minimum of 8 secondary pupils of the board enroll in the course. These courses are funded through the Pupil Foundation and the Indigenous Education Grants within the GSN.

## **Rural and Northern Education Fund (RNEF)**

This funding is dedicated for school boards to further improve education for students from rural communities. School boards are expected to use the funding for rural education based on local needs and report publicly on how the funding is used, such as:

- improving programming and support services in rural schools (e.g. French immersion, arts education and guidance counselling)
- continuing the operation of eligible rural schools
- enhancing student transportation options such as late bus runs and mobile online learning through tablets or Wi-Fi

Funding allotted to the school board may be used for board-level expenses which support students from rural communities (e.g. transportation) or for school-level expenses using the 'List of Schools Eligible for the Rural and Northern Education Fund' provided on the Ministry of Education website. The list comprises schools in which at least half of the students are from rural communities. School boards are required to publicly post details of RNEF expenditures as well as those schools in which RNEF funding was spent.

### **Mental Health Workers Allocation**

The Mental Health Workers Staffing Component of the Mental Health Workers Allocation within the Mental Health and Well-Being Grant is enveloped, in that it may only be used to support mental health workers in secondary schools. Any unspent funding is to be reported as deferred revenue for future spending on mental health workers.

School boards are expected to report in EFIS the number of Mental Health Workers supported through this allocation.

### **New Teacher Induction Program (NTIP)**

School boards are expected to use NTIP funding for eligible NTIP expenditures and are required to meet NTIP program requirements according to legislation and the *New Teacher Induction Program: Induction Elements Manual*, and to participate in any NTIP-related support and evaluation activities. School boards are expected to continue to submit an NTIP plan and a final report (including a detailed accounting statement) to the Professionalism, Teaching Policy and Standards Branch via the ministry's regional offices.

### **Program Leadership Grant (PLG)**

PLG funding is to be used for eligible expenditures, including salary & benefits and travel & professional development for the program leaders funded through the PLG.

The Indigenous Education Lead amount may only be spent on the Indigenous Education Lead. Any remaining funds must be reported and spent under the BAP Allocation.

For the remaining five leads (excluding the Indigenous Education Lead), school boards will be funded the lesser of: a) the allocation calculated and b) the total amount spent on PLG eligible expenditures. Note that the total amount spent on PLG eligible expenditures for the remaining five leads can include additional expenditures for the Indigenous Education Lead in excess of the allocation calculated for Indigenous Education Lead, including salary & benefits and travel & professional development.

A school board will not generate funding to be used within the Program Leadership Grant for a lead unless a lead has been employed for the school year.

- If a school board does not employ a Mental Health Leader, the school board's PLG funding formula excludes  $1.75 \times \text{Professional / paraprofessional benchmark} + 10.44$  per cent.
- If a school board does not employ a Technology Enabled Learning and Teaching (TELT) Contact Lead, the school board's PLG funding formula excludes  $1.0 \times \text{Information Technology benchmark} + 10.44$  per cent.
- If a school board does not employ an Indigenous Education Lead, the school board's PLG funding formula excludes  $0.5 \times \text{SO benchmark} + 10.44$  per cent and this amount must be reported and spent under the BAP Allocation.
- If a school board does not employ a School Effectiveness Lead, the board's PLG funding formula excludes  $1.0 \times \text{SO benchmark} + 10.44$  per cent if the school board's elementary ADE is  $\leq 85,000$ ; and  $2.0 \times \text{SO benchmark} + 10.44$  per cent if the school board's elementary ADE is  $> 85,000$ .
- If a school board does not employ a Student Success Lead, the school board's PLG funding formula excludes  $1.0 \times \text{SO benchmark} + 10.44$  per cent.
- If a school board does not employ an Early Years Lead, the school board's PLG funding formula excludes  $1.0 \times \text{SO benchmark} + 10.44$  per cent if the school board's ADE is  $\leq 72,000$ ;  $1.5 \times \text{SO benchmark} + 10.44$  per cent if the school board's ADE is  $> 72,000$  and  $\leq 115,000$ ;  $2.0 \times \text{SO benchmark} + 10.44$  per cent if the school board's ADE is  $> 115,000$  and  $\leq 150,000$ ;  $3.0 \times \text{SO benchmark} + 10.44$  per cent if the school board's ADE is  $> 150,000$  and  $\leq 200,000$ ; and  $4.0 \times \text{SO benchmark} + 10.44$  per cent if the school board's ADE is  $> 200,000$ .

## **School Board Administration and Governance**

The school board administration and governance enveloping provision requires that a school board's net administration and governance expenses in a fiscal year not exceed the limit.

The school board administration and governance enveloping provision limit includes funding provided through the School Board Administration and Governance Grant (excluding Internal Audit and the Curriculum and Assessment Implementation Allocations and expenses), minus both the public sector compensation restraint amount and the International Student Recovery Amount, plus a portion of other GSN grants that support expenditures for school board administration, including the following:

- Elementary supervision and professional development components of the Pupil Foundation Grant
- Parent Engagement Allocation
- French-language equivalence component of the Remote and Rural Allocation

- RNEF Allocation
- Mental Health and Well-Being Grant
- NTIP and other components of the Cost Adjustment and Teacher Qualifications and Experience Grant<sup>1</sup>
- Supports for Students Fund
- Declining Enrolment Adjustment
- CPC Amount of the School Operations Allocation
- Non-Instructional Spaces Amount of the School Operations Allocation

A school board's net administration and governance expenses are determined based on those expenses after deducting non-GSN revenues, including deferred revenues recognized as revenues in the fiscal year, spent on school board administration and governance expenditures (minus expenditures related to Internal Audit and Curriculum and Assessment Implementation).

## **School Renewal Allocation**

The School Renewal Allocation establishes the minimum that each school board must spend on facility repair and maintenance. These funds are restricted to ensure that school boards dedicate the resources provided for major repairs and renewal of schools.

While this funding is intended primarily for expenditures that are in general capitalized, school boards have had significant flexibility on how this is done – whether through larger repairs, major renovation, or the replacement of aged building systems and components. Unspent funds in any particular year from this allocation must be reported as deferred revenue. This deferred revenue may be brought into revenue or in a deferred capital account (deferred capital contribution) in the future as school boards incur expenditures to ensure the physical integrity and safety of school buildings. All expenditures must be reported in VFA.facility.

As of 2014–15, any increase in the amount of school renewal funding directed towards operating expenses, under this allocation, will be limited to an additional 5 per cent of each school board's historical three-year average amount spent on operating (using the 2010–11, 2011–12 and 2012–13 school years). This is to ensure that part of this funding continues to be used for depreciable type expenses.

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<sup>1</sup> Includes Crown contribution and stabilization adjustment for benefits trusts amount, the sick leave credit gratuities re-payment amount, the professional development amount, and the funding for maternity leave, sick leave and short-term sick leave and disability plans.

## School Condition Improvement (SCI)

School boards are expected to use the SCI amount on expenditures categorized in the ministry's [Uniform Code of Accounts](#) as a renewal expenditure. Further, the expenditure must meet the requirements to be capitalized under the terms of the document entitled [School Board and School Authority Tangible Capital Assets: Provincial Accounting Policies and Implementation Guide](#), revised January 2021. All expenditures must be reported in VFA.facility.

## Capital Projects

All expenditures incurred by school boards within their individual remaining spending room under the program are restricted to the approved projects meeting the conditions under that program.

## Early Years and Child Care Capital

School boards are responsible and will be held accountable for implementing appropriate measures to ensure that the project cost and scope are within the approved funding and does not exceed the ministry's cost and space benchmarks. EYCP funding allocations school boards receive can only be used to address capital costs related to the creation of child care and/or EarlyON child and family program rooms.

Eligible capital expenses include the following:

- first-time equipping
- expenses incurred to meet *Child Care and Early Years Act, 2014* (CCEYA) (for child cares only)
- expenses incurred to meet Building Code standards, that qualify under the [School Board and School Authority Tangible Capital Assets: Provincial Accounting Policies and Implementation Guide](#), revised January 2021

The ministry expects school boards and Consolidated Municipal Service Managers / District Social Services Administration Boards (CMSMs/DSSABs) to work towards having programs up and running by the planned timelines to support the local early years service plan.

## Minor Tangible Capital Assets and Interest on Capital Debt

The operating grants provided under the GSN includes funding to purchase certain furniture and equipment (F&E) that are of a capital nature and are required to be capitalized in accordance with the [School Board and School Authority Tangible Capital Assets: Provincial Accounting Policies and Implementation Guide](#), revised January 2021. A portion of the total operating allocation will be identified to be applied first to

those F&E capital purchases. Any residual amount will be used for general operating purposes.

Interest on capital debt includes interest on long-term debt that relates to capital spending on supported capital programs as well as interest on related spending that are not permanently financed. The [\*School Board and School Authority Tangible Capital Assets: Provincial Accounting Policies and Implementation Guide\*, revised January 2021](#), requires school boards to capitalize interest costs on capital asset expenditures where the assets are not yet in service. In light of the reporting requirements, the allocation for interest on capital debt will be applied first to interest costs that are capitalized, and any residual amount will be reported as operating revenue to be used against operating expenses.

# Provincial Transfers

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The provincial share of education funding is calculated by deducting each school board's revenue from property taxes from the total funding allocation determined by the education funding formulas. Tax revenue is based on 38 per cent of the 2021 calendar year property taxes and 62 per cent of the 2022 calendar year property taxes, plus 2021 supplementary taxes less 2021 tax write-offs.

The expenses of a school board that are not incurred in a fiscal year by reason of strike affecting the operations of the school board will be recovered by the Province. The amount is equal to the “strike savings” less the “eligible expenses” incurred by the school board and approved by the Minister. The Minister shall approve expenses if they are necessarily incurred by the school board in connection with the strike and the amount of those expenses is reasonable in the circumstances. For additional information please see memorandum [2020: SB01 “Eligible Expenses Resulting from Labour Disruption.”](#)

For school boards that include territory without municipal organization, the ministry will permit these school boards to deduct actual costs for trustee elections from property tax revenue. School boards are encouraged to enter into partnerships with other school boards or adjacent municipalities to run elections efficiently.

## Provincial Funding and Property Taxes

Education funding determines each school board's overall funding allocation. Property tax revenue provides a part of the allocation, and the Province of Ontario provides additional funding up to the level set by the education funding formulas.

The government sets a uniform tax rate, based on a current-value assessment system, for all residential properties. The government also sets property tax rates for business properties.

## Appendix A – Acronyms

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ABA	Applied Behaviour Analysis
ADE	Average Daily Enrolment
ALF	Actualisation linguistique en français
ARC	Accommodation Review Committee
ASD	Autism Spectrum Disorder
ASSD	After-School Skills Development
BA	Bankers' Acceptance Rates
BAP	Board Action Plan (on Indigenous Education)
BCF	Broader Community Factor (within the Language Grant)
BEA	Behaviour Expertise Amount
CCEYA	<i>Child Care and Early Years Act, 2014</i>
CMSM	Consolidated Municipal Service Manager
CPC	Capital Planning Capacity
CSCD	Conseil scolaire catholique de district (within school board name)
CSD	Census Sub-Division
CSDC	Conseil scolaire de district catholique (within school board name)
CUS	Community Use of Schools
DEA	Declining Enrolment Adjustment
DELL	Diversity in English-Language Learners
DSB	District School Board
DSENA	Differentiated Special Education Needs Amount
DSSAB	District Social Services Administration Board
EARSL	Expected Average Remaining Service Life
ECE	Early Childhood Educator
EDC	Education Development Charges
EDI	Early Development Instrument
EFIS	Education Financial Information System
ELHT	Employee Life and Health Trust
ECPP	Education and Community Partnership Program (Allocation)
EL	Experiential Learning
ESL/ELD	English as a Second Language/ English Literacy Development
F&E	Furniture and Equipment
FA	Facilities Amount
FBA	Funded Board Administration (staff)
FFL	French as a First Language
FSL	French as a Second Language
FTE	Full-Time Equivalent
GAF	Geographic Adjustment Factor

GFA	Gross Floor Area
GPL	Good Places to Learn
GSN	Grants for Student Needs
HR	Human Resources
HST	Harmonized Sales Tax
IILE	International and Indigenous Languages, Elementary
ISP	Investments in System Priorities
ISNC	Integrated Services for Northern Children
ISRA	International Student Recovery Amount
IT	Information Technology
IYDEP	In-Year Deficit Elimination Plan
JK	Junior Kindergarten
LICO	Low Income Cut-Off
LOG	Learning Opportunities Grant
LPF	Local Priorities Fund
LTO	Long-term Occasional Teachers
MISA	Managing Information for Student Achievement
MOV	Measures of Variability
NHS	National Household Survey (2011)
NPP	New Pupil Places
NTIP	New Teacher Induction Program
O&R	(School Facility) Operations and Renewal
OECD	Ontario Education Collaborative Marketplace
OFA	Ontario Financing Authority
OnSIS	Ontario School Information System
OSR	Ontario Student Record
OSSD	Ontario Secondary School Diploma
OTG	On-the-Ground Capacity
OTPP	Ontario Teachers' Pension Plan
PANA	Programme d'appui aux nouveaux arrivants
PD	Professional Development
PLA	Program Leadership Allocation
PLAR	Prior Learning Assessment and Recognition
PLG	Program Leadership Grant
PPA	Per-Pupil Amount (within the Indigenous Education Grant)
PPF	Priorities and Partnerships Funding
PSAB	Public Sector Accounting Board
Q&E	Qualifications and Experience
RIAT	Regional Internal Audit Team
RNEF	Rural and Northern Education Fund
SAF	Supplementary Area Factor
SBCBA	<i>School Boards Collective Bargaining Act, 2014</i>

SCI	School Condition Improvement
SEA	Special Equipment Amount
SEL	School Effectiveness Lead
SEF	School Effectiveness Framework
SEPPA	Special Education Per-Pupil Amount
SESPM	Special Education Statistical Prediction Model
SFIS	School Facility Inventory System
SHSM	Specialist High Skills Major
SIP	Special Incidence Portion
SO	Supervisory Officer
SSF	Supports for Students Fund
SSL	Student Success Lead
SK	Senior Kindergarten
STEM	Science, Technology, Engineering and Math
TCA	Tangible Capital Assets
TELT	Technology Enabled Learning and Teaching (Contact Lead within PLG)
TSS	Targeted Student Supports (Envelope)

**Ministry of Education**

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**2021 : B07**

**Date:** May 4, 2021

**Memorandum to:** Chairs of District School Boards  
Directors of Education  
Secretary/Treasurers of School Authorities

**From:** Stephen Lecce  
Minister of Education

Nancy Naylor  
Deputy Minister

**Subject:** Planning for the 2021-22 School Year

Over the past two school years, the COVID-19 pandemic has had a significant impact on the delivery of education in Ontario. School boards, educators, students and their families have demonstrated resiliency and flexibility in responding to changes in their learning environments and we have come a long way in embracing new ways of teaching, learning and connecting. These efforts have helped schools remain healthy and safe places to learn and work and have supported the continuity of learning for students during this difficult time.

In the year ahead, we remain committed to the health, well-being and safety of students, educators, school staff and the broader community. We recognize that disruptions as a result of the pandemic have impacted student learning, well-being and engagement, with a disproportionate impact on under-served groups. We also acknowledge that the uncertainty of the public health landscape for the upcoming school year will present ongoing challenges for the education sector.

To respond to these challenges for the 2021-22 school year, the Ontario government will place renewed focus and supports on learning recovery and renewal, equity and student mental health and well-being, while continuing to implement strategies that protect the health and safety of students and staff and support flexibility in school board operations. To support

planning and implementation we are providing initial guidance for the next school year and will remain responsive to any changes that may be required due to the evolving public health environment.

Included in this memo are funding allocations, initial school board guidance and new initiatives to support the safe operation of schools in 2021-22. The Ministry of Education (the ministry) will continue to work closely with the Ministry of Health and the Chief Medical Officer of Health, and in Summer 2021 will confirm further details of the health and safety strategies required for the upcoming school year. This will include guidance on requirements such as masking, hand hygiene and screening, as well as the designation of school boards that will continue with an adapted secondary school delivery model in September.

## **Planning for the 2021-22 School Year**

### Continued COVID-19 Funding Supports

Since the start of the pandemic, the Ontario government has made over \$1.6 billion in resources available to support the safe reopening and operation of schools across Ontario, including \$763 million in funding through the federal Safe Return to Class Fund.

Although the evolving public health landscape is difficult to predict, we recognize that the next school year may require similar health and safety measures as those implemented this year. To support the continued safe operation of schools in 2021-22, the ministry will continue to provide temporary ongoing COVID-19 funding supports, with more than \$1.6 billion in resources available to school boards throughout the year. The ministry will continue to work with the Ministry of Health and the Chief Medical Officer of Health to determine when public health measures in schools can be eased or lifted.

Investments through Priorities and Partnerships Funding (PPF) totalling \$487.9 million, include:

- \$304.0 million to help support school boards in having staffing in place to navigate a safe school year. School boards may use this funding to support teachers, early childhood educators, educational assistants, custodians, school-based administrative support, principals and vice-principals to facilitate smaller cohorts, physical distancing, enhanced cleaning and the delivery of remote learning. Funding will be allocated to school boards reflecting a base funding amount of \$600,000 per district school board and \$150,000 per isolate school board, as well as projected total 2021-22 Average Daily Enrolment (ADE). This funding may be re-directed towards COVID-19 related special education, mental health and well-being related expenses;
- \$65.5 million for enhanced cleaning protocols and other health and safety measures in student transportation;
- \$49.0 million for special education, mental health and well-being and equity initiatives;
- \$29.4 million for increased costs related to school operations in recognition of the need to operate ventilation systems longer and replace filters more frequently. This funding

will be allocated to provide for a 2% increase to the non-staff school operations benchmark, in recognition of additional costs for non-staff operations related to COVID-19. A further 1.25% will be provided to support costs related to enhanced filtration;

- \$20.0 million for re-engaging students and reading assessment supports, further detailed below. Funding will be allocated to school boards reflecting a base funding amount of \$20,000 per school board as well as a per pupil allocation, and school authorities, the Provincial and Demonstration School Branch and the Centre Jules-Léger Consortium will each be allocated \$20,000;
- \$20.0 million in connectivity supports for remote learning technology (as part of a two-year remote learning technology investment totaling \$40.0 million), such as improvements to connectivity within school buildings (an application-based funding process will be communicated in the future); and

See Appendix A for more information and funding amounts by school board, as applicable, on items above. Any remaining elements may be communicated before the start of the school year.

As part of the accountability requirements for the aforementioned PPF COVID-19 investments, school boards will be required to report to the ministry, on a monthly basis, information on spending and staffing activities (to date and projected). More information on this requirement will be provided in the coming weeks.

The ministry will also provide the following COVID-19 supports through the Grants for Student Needs (GSN), subject to Lieutenant Governor in Council approval, totalling \$104.6 million:

- \$79.6 million in time-limited supports through the Language Grant, to help school boards continue to offer the same level of support to students requiring English as a Second Language/English Literacy Development (ESL/ELD) and the Programme d'appui aux nouveaux arrivants (PANA) programs;
- \$14.9 million in continued funding to support technology-related costs, to help replace some devices that may be out-of-date and the procurement of additional student devices; and
- \$10.1 million to support mental health to foster the continued learning and well-being of students. This may include employing mental health professionals, professional learning and training, release time for professional development, collaborating with community mental health providers, student engagement opportunities, and the collection, analysis and reporting of student mental health related information.

More information on the above GSN investments can be found in 2021:B08 2021–22 Grants for Student Needs Funding.

Finally, subject to Lieutenant Governor in Council approval, school boards will continue to be allowed to unlock their reserves by accessing up to two per cent of their operating budget from

their reserve funds to support the safe operation of schools. Where school boards access more than a total of two per cent of their operating allocation from their reserves for the safe operation of schools over the 2020-21 and 2021-22 school years, the ministry would provide funding to cover the excess use of reserves up to the equivalent of two per cent of their 2021-22 operating allocation. Through the combination of ministry funding and reserves access, it is anticipated that up to \$507.9 million will be available for this purpose, detailed in Appendix A. Additional information can be found in 2021:SB08 2021-22 Estimates (District School Boards).

At this time, school boards are expected to budget for approximately half of the above resources to support the first half of the school year, including access to one per cent from their reserves. This excludes resources related to the GSN investments of \$104.6 million as well as PPF investments to improve connectivity for remote learning technology of \$20 million, and for learning recovery and renewal of \$20 million, which are being allocated in their entirety. The ministry will confirm the use of the remaining resources, if needed for the second half of the year, in the Fall, pending vaccine distribution across the province and public health advice.

The ministry intends to provide school boards with a Transfer Payment Agreement for the total 2021-22 COVID-19 Priorities and Partnerships Fund investments reflecting the funding allocations above as well as the remaining resources, if applicable, in the Fall.

In addition to the funding noted above that will be reflected in the Transfer Payment Agreements and GSN allocations, additional investments for the following COVID-19 supports are being administered centrally.

As the safety of students and staff continues to be a key priority in the reopening of Ontario schools, the government will continue to provide required personal protective equipment (PPE) and critical supplies and equipment, e.g. cleaning supplies, through the Ministry of Government and Consumer Services and the pandemic stockpile. It is estimated that for the 2021-22 school year, these products will value up to \$450.0 million.

The government is also investing \$86.0 million to support school-focused nurses in public health units and testing in schools.

#### Remote Learning Offerings and Virtual Learning Resources

For 2021-22, school boards will continue to be required to offer remote learning options consistent with PPM 164. While we recognize that some school boards have begun the process of seeking parental decisions on whether students will be learning in-person or remotely in September, we ask that boards delay any deadlines for parents to respond until June 1, 2021 at the earliest.

The ministry provides all school boards access at no cost to Ontario's Virtual Learning Environment for use by educators and students, powered by D2L's Brightspace for use by educators and students. This provides a secure online Learning Management System to host and deliver online, remote and blended learning. School boards should ensure that all

educators and educational support staff have an account to access their board's Learning Management System.

[Policy/Program Memorandum: 164 Requirements for Remote Learning](#) outlines remote learning requirements for school boards, including requirements respecting access to remote learning devices by students and synchronous learning requirements for school boards.

New for the 2021-22 school year and in response to educators' requests for additional elementary digital learning content, TVO and TFO are currently developing English-language and French-language elementary digital learning course packs, aligned with curriculum expectations for each subject in Grades 1-8 and Kindergarten. These supplemental resources will become available through the Summer for educators should they wish to incorporate them for in-person or remote learning with the start of the next school year. They may also support students to continue their learning: for example, students could review content online at home to help with homework or to support learning retention through the summer months.

## **Ensuring Health and Safety**

### Cohorting and Timetabling for In-Class Instruction

As in 2020/21, school boards should plan to operate elementary schools full time in-person. Elementary students should continue to be cohorted with their classmates and their homeroom teacher. Specialized teachers, for classes such as French as a second language/English (in French-language school boards), the arts, and health and physical education, are still able to go into classrooms to provide the full breadth of programming for students. Students may be pulled into smaller groups for supports (e.g., ESL, ALF and PANA) with students from other cohorts based on local health advice.

In secondary schools, school boards are to adopt secondary timetabling methods that emphasize cohorting of students as much as possible and to limit the number of student-to-student contacts. School boards will be required to limit schedules to two in-person classes (such as quadmestering) with exceptions for schools where contacts can be limited by cohorting grades or if the overall size of the school is small, making contact tracing manageable. Boards that are considering an alternative to the quadmester approach should contact Yael Ginsler, Assistant Deputy Minister of the Student Achievement Division at [yael.ginsler@ontario.ca](mailto:yael.ginsler@ontario.ca).

The intention is to plan for full time in-person learning for secondary schools. However, school boards are also asked to have plans in place to pivot to other modes of delivery if necessary while still providing students with access to the full breadth of courses:

- Adapted timetables and a study hall where instruction is split between in-person instruction and remote to allow for tighter cohorting; and
- Full remote delivery.

Full guidance on 2021-22 health and safety measures will be communicated to school boards in Summer 2021. This will include guidance on requirements such as masking, hand hygiene, cohorting for clubs and other extracurriculars and screening, as well as the designation of school boards that would need to open with an adapted secondary school delivery model in September.

## **Supporting Student Success and Achievement**

### Learning Recovery and Renewal

We know educators across Ontario have implemented measures to help mitigate learning disruption as much as possible. These include maintaining high calibre in-person learning with key health and safety measures, providing remote learning when in-person learning could not take place, and expanding summer school programs for two consecutive years.

Ontario students, like in many jurisdictions around the world, have experienced disruption to learning. Some students may have gaps in learning, with some having disengaged. Learning disruption is not easy to measure and impacts students differently.

Ontario's learning recovery and renewal approach will include a focus on student mental health and well-being, early reading and math, re-engaging students, special education, targeted French language supports, and educator readiness including professional learning communities and opportunities to share effective practices. More information will be communicated to support these priorities.

### Community Involvement Graduation Requirement

Typically, secondary school students are required to earn 40 hours of community involvement activities as part of the requirements for earning an Ontario Secondary School Diploma (OSSD).

In 2021-22, the required number of hours for community involvement activities will be reduced from 40 to a minimum of 20 hours for graduating students. This is consistent with changes made in the 2020-21 school year.

The community involvement graduation requirement of 40 hours will be restored in 2022-23 and students working towards their OSSD should be supported to meet these graduation requirements in time for their graduating year.

At the principal's discretion, the following activities will be deemed eligible for all secondary students for their community involvement activities in the 2021-22 school year:

- Activities that take place during the time allotted for the instructional program on a school day (e.g., walking a younger neighbour or sibling to and from school, helping younger siblings with their homework)
- Activities that include up to 10 hours of paid work, with the requirement to complete a reflection exercise indicating how their work contributed to service for others (e.g., grocery work during the pandemic)
- Activities that consist of duties normally performed in the home (e.g., students could help an elderly relative with errands, provide after-school care for a sibling)

School boards are permitted to develop their own electronic processes for collecting, recording and validating community involvement hours, including allowing electronic signatures that validate students' hours.

With respect to notations for the report card and the Ontario Student Transcript, schools are expected to follow the guidance provided in the 2020-21 school year.

#### Online Learning Graduation Requirement

As announced in November 2019, it is planned that, starting with the Grade 9 cohort for the 2020-21 school year, students will be required to earn two credits online as part of the graduation requirements of the Ontario Secondary School Diploma (OSSD). While online courses will be a mandatory graduation requirement, exemptions may be made for students on an individual basis.

Further information will be provided regarding the opt-out process as well as the extent to which credits earned during remote learning due to the COVID-19 pandemic can be counted toward the online learning graduation requirement.

To this end, secondary schools should continue to keep track of student enrolment in full-time and adapted model remote learning.

#### Ontario Secondary School Literacy Test (OSSLT)

Students graduating in the 2021-22 school year are exempted from the literacy graduation requirement. With respect to notations for the report card and the Ontario Student Transcript, schools are expected to follow the guidance provided in the 2020-21 school year.

The literacy graduation requirement will be restored for students graduating in the 2022-23 school year. Students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement,

through participating in the OSSLT, adjudication or the Ontario Secondary School Literacy Course (OSSLC).

While Grades 10 and 11 and non-graduating students are encouraged to take the OSSLT, to provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students who may not be able to enter a school building, they can be enrolled in the OSSLC or be provided with an adjudication without having an unsuccessful attempt at the OSSLT.

EQAO will provide a Fall 2021 administration of the OSSLT in addition to a Spring 2022 administration.

### EQAO Assessments

In 2020-21, EQAO assessments for Grades 3 and 6 were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform. Field tests were provided for the new online Grade 9 math assessment and the online OSSLT.

In 2021-22, regular EQAO assessments will resume, with the following adaptations:

- All students in Grade 3 and 6 attending in-person learning will participate in the online EQAO math, reading, and writing assessments.
- All students enrolled in Grade 9 math attending learning in-person will write the Grade 9 math assessment. Results of this assessment may count towards up to 10% of the student's final mark.
- Where applicable, students will continue to receive individual reports.

For EQAO assessments, including the OSSLT, students who are learning remotely and wish to participate in the assessments can, at the discretion of the school board, attend in-person for the purpose of participating in the assessment so long as all applicable health and safety measures can be met.

### Specialist High Skills Major (SHSM) OSSD

In the 2020-21 school year, the ministry provided guidance to school boards regarding a formalized substitution process for students to earn the SHSM/OSSD. The same substitution parameters will be extended to students graduating in the 2021-22 school year. Further information will be shared with SHSM Board Leads in future webinars.

### Cooperative Education

The requirements for offering cooperative education courses, as outlined in the Cooperative Education curriculum, including the classroom and community placement components, remain

in effect. Cooperative education placements should be offered virtually, where feasible. In-person community placements can be arranged in alignment with the direction and recommendations of local health units, the direction of the local school board, and within the safety and curriculum requirements of the Cooperative Education curriculum.

For students who are enrolled in cooperative education courses, if the in-person or virtual community placement needs to be suspended after the student has already begun their placement component (and no alternative or virtual placement is possible), students can work with their co-op teacher to modify their co-op Learning Plans so that they can still work to achieve the curriculum expectations and earn their credit(s). Where feasible, these learners should be provided with opportunities to connect virtually with industry partners on career exploration activities and experiential learning opportunities.

The Ministry of Education's policy regarding WSIB coverage remains unchanged. Please note that PPM76a, *Workplace Safety and Insurance Coverage for Students in Work Education Programs*, applies to in-person and virtual placements, as do the requirements for ensuring health, safety and well-being outlined in the [Cooperative Education curriculum](#).

### Assessment, Evaluation and Reporting

*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*, provides that thirty per cent of the final grade for secondary courses is based on a final evaluation administered at or towards the end of the course. This evaluation is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

For 2021-22, school boards will continue to have flexibility to determine final evaluation for up to 30% of a student's final mark.

Boards may allow for electronic signatures to be used by school principals (or their delegate) on the Communication of Learning and report cards, in accordance with their own policies and advice from their legal counsel. School boards should determine the appropriate means for sending the report card to students and families, either in paper or electronic copy, giving consideration to issues such as privacy, security, and safety. Paper copies should be provided at the parent's request. Schools continue to be required to file a signed copy of all report cards in the student's Ontario Student Record.

### Early Development Instrument

Information on children's developmental health and well-being prior to Grade 1 is collected throughout the province using the Early Development Instrument (EDI). The EDI is a questionnaire that teachers complete about the skills and abilities of each of their Year 2

(senior) kindergarten students. It measures developmental health and wellbeing across five domains:

- physical health and well-being
- social competence
- emotional maturity
- language and cognitive development
- communication skills and general knowledge

Since 2004, the EDI has been collected across the province in three-year cycles: over a three-year period for Cycle 1 (2004-06), Cycle 2 (2007-09), and Cycle 3 (2010-12), and in a single year, every three years, for Cycle 4 (2015) and Cycle 5 (2018).

In the previous school year, the sixth edition of the EDI was postponed. In 2021-22, the EDI will be implemented in the winter of 2022 in all Kindergarten classes across the province.

#### Free one-on-one online support

TVO's Mathify will continue to offer free, one-on-one online support provided by Ontario certified teachers, to help students improve their math skills, build math understanding and confidence with the help of a math tutor.

Eurêka! is a French-language free online learning support program provided by Centre franco where qualified and certified Ontario teachers offer their help to students in French-language schools with their schoolwork and improve their learning in all subject areas.

### **Providing Flexibility in School Board Operations**

#### School Board Electronic Meetings

In 2020, the Ministry of Education brought forward amendments to [Ontario Regulation 463/97](#) (Electronic Meetings and Meeting Attendance) under the *Education Act* to most recently waive the requirement for school board trustees to attend meetings in person until November 30, 2021.

To continue to support the ongoing operation of school boards in the upcoming school year, the ministry will recommend regulatory amendments that, if approved, would extend the ability for trustees to continue meeting by entirely electronic means until November 14, 2022 (the end of the next trustee period).

## School Year Calendars

[Regulation 304](#) (School Year Calendar, Professional Activity Days) under the *Education Act* sets out requirements for school year calendars, including deadlines for boards to submit their school year calendars to the ministry.

The ministry will recommend regulatory amendments to Regulation 304 that, if approved, would establish:

- March 1 as the annual submission deadline for all calendars (regular and modified)
- May 1 as the annual submission deadline for a regular calendar, if modified calendars are not approved by April 15
- August 15 as the annual submission deadline for general outlines of the Professional Activity (PA) day activities

These proposed changes would not impact the upcoming submission dates for the 2021-22 school year calendars, which have already been named by the Minister. They would apply to the submission of calendars in the spring of 2022 for the 2022-23 school year and for subsequent school years.

Amendments are also being proposed that, if approved, would expedite communication of calendar submission deadlines as required in an emergency.

Please note that the proposed regulatory amendments set out above for both school board electronic meetings and school year calendars are subject to approval by the Lieutenant Governor in Council and are subject to change. We will continue to keep you informed.

## Professional Activity (PA) Days

*Policy/Program Memorandum (PPM) No. 151: Professional Activity Days Devoted to Provincial Education Priorities* will be revised and issued to school boards reflecting the ministry's directions on PA days for the 2021-22 school year. Topics for the three mandatory PA days will include:

- health and safety protocols, mental health and well-being
- learning recovery and intervention strategies
- mathematics, including the elementary math curriculum and Grade 9 de-streamed math course
- anti-racism, anti-discrimination training
- instructional approaches to online/remote learning
- anti-sex trafficking and anti-bullying, including cyber-bullying

The mandatory PA day topics can be integrated. Consideration to supporting students with special education needs, as well as anti-racism, anti-discrimination and inclusion of all students, should be integrated across all professional learning topics. Ontario Regulation 304 provides for

each school board to determine the timing of its PA days. This should be done with adherence to any provisions in local Collective Agreements.

To ensure readiness for the 2021-22 school year, the ministry encourages school boards to address the following topics prior to the start of student instruction:

- health and safety protocols, mental health and well-being; and
- learning recovery and intervention strategies.

The ministry will provide resources to support boards in the implementation of the PA days. Materials will be available in August through the Virtual Learning Environment and throughout the 2021-22 school year.

### **Engagement with First Nations and Indigenous Education Partners**

First Nation, Métis and Inuit students have been significantly impacted by the COVID-19 pandemic. In order to improve access to equitable, culturally appropriate and safe education for all Indigenous students, we encourage school boards to engage with their local Indigenous education partners in planning discussions for the 2021-22 school year, including the implementation of the Grade 9 de-streamed math course, to ensure that First Nation, Métis and Inuit perspectives are incorporated.

We recognize that the past two school years have been challenging and we are grateful for the continued hard work of our partners to ensure a high-quality education for all students across the province. We look forward to sharing more details on health and safety requirements for 2021-22 later in the Summer.

Thank you for your ongoing partnership.

Sincerely,

Stephen Lecce  
Minister

Nancy Naylor  
Deputy Minister

- c: President, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)  
Executive Director, Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)  
President, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
Executive Director, Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)  
Executive Director, Association des gestionnaire de l'éducation franco-ontarienne (AGÉFO)  
President, Ontario Catholic School Trustees' Association (OCSTA)

Executive Director, Ontario Catholic School Trustees' Association (OCSTA)  
President, Ontario Public School Boards' Association (OPSBA)  
Executive Director, Ontario Public School Boards' Association (OPSBA)  
Executive Director, Council of Ontario Directors of Education (CODE)  
President, Association des enseignantes et des enseignants franco-ontariens (AEFO)  
Executive Director and Secretary-Treasurer, Association des enseignantes et des enseignants franco-ontariens (AEFO)  
President, Ontario English Catholic Teachers' Association (OECTA)  
General Secretary, Ontario English Catholic Teachers' Association (OECTA)  
President, Elementary Teachers' Federation of Ontario (ETFO)  
General Secretary, Elementary Teachers' Federation of Ontario (ETFO)  
President, Ontario Secondary School Teachers' Federation (OSSTF)  
General Secretary, Ontario Secondary School Teachers' Federation (OSSTF)  
Chair, Ontario Council of Educational Workers (OCEW)  
Chair, Education Workers' Alliance of Ontario (EWAO)  
President of OSBCU, Canadian Union of Public Employees – Ontario (CUPE-ON)  
Co-ordinator, Canadian Union of Public Employees – Ontario (CUPE-ON)  
Executive Director, Association des directions et directions adjointes des écoles franco-ontariennes (ADFO)  
Executive Director, Catholic Principals' Council of Ontario (CPCO)  
Executive Director, Ontario Principals' Council (OPC)

## Appendix A: Projected Funding Allocations for Applicable COVID-19 Supports

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
1	DSB Ontario North East	1,422,580	161,908	2,378,240	517,400	135,985	256,744	78,326
2	Algoma DSB	1,804,780	178,138	2,966,911	576,800	148,059	269,171	105,427
3	Rainbow DSB	2,231,298	208,436	3,817,409	883,900	161,533	283,038	135,669
4	Near North DSB	1,809,234	172,157	2,895,849	751,900	148,200	269,315	105,742
5.1	Keewatin-Patricia DSB	1,148,558	101,339	1,673,219	334,200	127,329	247,835	58,896
5.2	Rainy River DSB	860,137	51,128	866,676	202,200	118,218	238,458	38,445
6.1	Lakehead DSB	1,652,250	122,324	2,376,566	420,600	143,241	264,211	94,611
6.2	Superior-Greenstone DSB	758,748	62,121	717,510	104,200	115,015	235,161	31,256
7	Bluewater DSB	2,727,387	264,305	4,258,280	923,000	177,205	299,167	170,845
8	Avon Maitland DSB	2,486,473	256,236	3,854,403	801,500	169,594	291,334	153,763
9	Greater Essex County DSB	5,199,270	483,008	8,755,349	874,100	255,292	379,534	346,117
10	Lambton Kent DSB	3,333,239	321,547	5,336,787	857,200	196,344	318,865	213,804
11	Thames Valley DSB	11,183,958	1,146,633	19,563,063	3,122,200	444,350	574,112	770,470
12	Toronto DSB	31,499,030	3,721,149	60,746,276	3,950,600	1,086,108	1,234,608	2,210,937
13	Durham DSB	9,949,682	999,955	16,521,810	1,476,200	405,359	533,982	682,952
14	Kawartha Pine Ridge DSB	4,979,506	479,017	8,338,797	1,419,400	248,350	372,389	330,535
15	Trillium Lakelands DSB	2,598,878	267,472	4,141,855	967,100	173,145	294,989	161,733
16	York Region DSB	16,632,844	1,696,047	29,245,072	2,679,700	616,482	751,269	1,156,830
17	Simcoe County DSB	7,495,027	718,543	12,503,254	1,366,100	327,816	454,175	508,901
18	Upper Grand DSB	5,129,755	485,608	8,406,464	1,282,600	253,096	377,274	341,188
19	Peel DSB	20,492,512	2,033,872	36,377,501	3,021,300	738,410	876,757	1,430,505
20	Halton DSB	9,057,528	884,175	14,864,693	1,115,600	377,175	504,976	619,692
21	Hamilton-Wentworth DSB	7,095,159	673,025	12,137,493	1,051,000	315,184	441,174	480,548
22	DSB of Niagara	5,637,846	538,014	9,361,766	1,321,600	269,147	393,793	377,215
23	Grand Erie DSB	3,897,814	367,275	6,271,762	861,600	214,179	337,220	253,836
24	Waterloo Region DSB	8,922,865	863,236	14,700,194	1,159,900	372,921	500,598	610,144

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
25	Ottawa-Carleton DSB	9,982,835	1,073,366	18,063,570	2,684,000	406,406	535,060	685,303
26	Upper Canada DSB	3,888,155	438,959	7,074,677	2,033,000	213,874	336,906	253,151
27	Limestone DSB	3,101,025	313,965	5,134,243	1,037,400	189,008	311,315	197,339
28	Renfrew County DSB	1,751,537	172,559	2,602,335	560,500	146,377	267,439	101,651
29	Hastings and Prince Edward DSB	2,501,305	250,077	3,993,261	954,900	170,063	291,816	154,815
30.1	Northeastern Catholic DSB	883,609	42,093	819,949	208,300	118,959	239,221	40,110
30.2	Nipissing-Parry Sound Catholic DSB	942,550	51,728	931,215	228,100	120,821	241,137	44,289
31	Huron-Superior Catholic DSB	1,114,469	67,410	1,348,132	234,300	126,252	246,727	56,479
32	Sudbury Catholic DSB	1,397,821	93,118	1,814,889	395,700	135,203	255,939	76,571
33.1	Northwest Catholic DSB	759,538	20,789	499,351	87,500	115,040	235,187	31,312
33.2	Kenora Catholic DSB	754,895	16,799	493,680	72,200	114,893	235,036	30,983
34.1	Thunder Bay Catholic DSB	1,501,283	96,697	2,104,353	351,800	138,472	259,303	83,907
34.2	Superior North Catholic DSB	677,770	25,886	361,558	34,600	112,457	232,529	25,514
35	Bruce-Grey Catholic DSB	1,195,335	67,335	1,269,343	288,500	128,807	249,356	62,213
36	Huron Perth Catholic DSB	1,199,023	66,229	1,317,757	356,400	128,923	249,476	62,475
37	Windsor-Essex Catholic DSB	3,191,047	283,090	4,968,430	585,800	191,852	314,242	203,722
38	London District Catholic School Board	3,358,825	303,142	5,270,513	1,063,400	197,152	319,697	215,618
39	St. Clair Catholic DSB	1,731,020	125,966	2,252,219	455,600	145,729	266,772	100,196
40	Toronto Catholic DSB	11,987,735	1,221,920	22,195,225	2,063,900	469,741	600,245	827,463
41	Peterborough V N C Catholic DSB	2,526,713	211,308	3,711,079	764,300	170,865	292,642	156,616
42	York Catholic DSB	7,177,563	697,289	11,970,140	1,172,400	317,787	443,854	486,391
43	Dufferin-Peel Catholic DSB	10,405,774	1,034,393	18,090,185	1,322,500	419,767	548,811	715,292
44	Simcoe Muskoka Catholic DSB	3,467,546	311,761	5,347,941	826,700	200,587	323,231	223,327
45	Durham Catholic DSB	3,330,982	295,396	4,999,757	552,800	196,272	318,791	213,644
46	Halton Catholic DSB	5,396,529	503,317	8,248,000	592,200	261,524	385,948	360,104
47	Hamilton-Wentworth Catholic DSB	4,458,241	418,581	7,129,837	501,000	231,883	355,441	293,574
48	Wellington Catholic DSB	1,648,413	108,067	2,059,320	285,100	143,120	264,087	94,339
49	Waterloo Catholic DSB	3,825,953	344,326	5,787,582	472,100	211,909	334,884	248,741

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
50	Niagara Catholic DSB	3,186,533	275,261	4,905,045	677,100	191,709	314,095	203,402
51	Brant Haldimand Norfolk Catholic DSB	2,001,809	153,358	2,651,411	363,300	154,283	275,576	119,397
52	Catholic DSB of Eastern Ontario	2,322,524	192,184	3,762,369	1,203,500	164,415	286,004	142,138
53	Ottawa Catholic DSB	6,450,041	647,137	11,260,345	1,646,000	294,804	420,200	434,805
54	Renfrew County Catholic DSB	1,215,583	75,459	1,443,339	329,200	129,446	250,014	63,649
55	Algonquin and Lakeshore Catholic DSB	2,073,871	166,326	3,064,562	723,200	156,560	277,919	124,507
56	CSD du Nord-Est de l'Ontario	887,608	52,442	1,059,534	141,000	119,086	239,351	40,393
57	CSP du Grand Nord de l'Ontario	936,565	77,236	1,316,638	205,100	120,632	240,943	43,865
58	CS Viamonde	2,347,313	230,527	4,537,922	1,311,200	165,198	286,810	143,896
59	CÉP de l'Est de l'Ontario	2,782,077	266,663	5,257,178	1,007,000	178,932	300,945	174,723
60.1	CSD catholique des Grandes Rivières	1,301,479	124,091	2,187,699	432,800	132,160	252,807	69,739
60.2	CSD catholique Franco-Nord	940,033	63,604	1,135,734	241,900	120,742	241,055	44,111
61	CSD catholique du Nouvel-Ontario	1,419,488	119,952	2,351,835	434,500	135,888	256,644	78,107
62	CSD catholique des Aurores boréales	712,850	23,341	530,216	62,300	113,565	233,669	28,002
63	CS catholique Providence	1,843,703	161,917	3,109,187	648,800	149,289	270,436	108,186
64	CS catholique MonAvenir	2,803,207	264,136	5,483,110	1,803,400	179,600	301,632	176,221
65	CSD catholique de l'Est ontarien	1,928,927	197,732	3,358,991	729,600	151,981	273,207	114,229
66	CSD catholique du Centre-Est de l'Ontario	3,943,891	365,240	7,539,111	1,283,200	215,634	338,719	257,103
	<b>DSB Total</b>	<b>303,261,355</b>	<b>29,368,836</b>	<b>507,889,967</b>	<b>65,470,000</b>	<b>16,135,404</b>	<b>25,015,270</b>	<b>19,880,000</b>
15148	James Bay Lowlands Secondary School Board	173,860	13,567	Note 1	7,500	28,237	58,259	20,000
15199	Moose Factory Island District School Area Board	186,370	9,242	Note 1	7,500	28,722	58,758	20,000
15202	Moosonee District School Area Board	183,533	4,511	Note 1	7,500	28,612	58,645	20,000

DSB or Isolate Board Number	DSB or Isolate Board Name	Additional Staffing Support (\$)	Additional School Operations Support (\$)	Projected Reserves Amount That Can Be Drawn Upon Up To 2% Of Their Operating Allocation (\$)	Transportation (\$)	Special Education Supports (\$)	Mental Health Supports (\$)	Re-engaging Students and Reading Assessment Supports (\$)
79910	Penetanguishene Protestant Separate School Board	194,882	3,844	Note 1	7,500	29,024	59,068	20,000
	Centre Jules-Léger Consortium	N/A	N/A	N/A				20,000
	Provincial and Demonstration Schools	N/A	N/A	N/A				20,000
	<b>Total</b>	<b>304,000,000</b>	<b>29,400,000</b>	<b>507,889,967</b>	<b>65,500,000</b>	<b>16,250,000</b>	<b>25,250,000</b>	<b>20,000,000</b>

Note 1: Although not included in the table above, school authorities can also unlock their reserves by accessing up to two per cent of their operating budget from their reserve funds to support the safe operation of their school. Where they have accessed more than a total of two per cent of their operating allocation from their reserves for the safe operation of their school over the 2020-21 and 2021-22 school years, the ministry will provide funding to cover the excess use of reserves up to the equivalent of two per cent of their 2021-22 operating allocation. Note 2: Numbers may not add due to rounding.

## Additional Information

### 2021-22 Transportation Health and Safety Funding

The ministry is providing a total of \$65.5 million to support enhanced COVID-19 health and safety measures in student transportation for the 2021-22 school year. This funding is intended to support enhanced cleaning protocols (e.g., additional labour, supplies), to assist in reducing the number of students on school buses to support physical distancing, and to address other pressures school boards may face in transporting students as a result of COVID-19.

The \$65.5 million in funding will be allocated to school boards proportional to school boards' 2021-22 Transportation Grant allocation. Isolate board school authorities will each receive an amount of \$7,500. See below for board-by-board allocations.

Eligible expenses for this funding include the following:

- Potential pressures/incremental costs associated with running routes at less than full capacity to allow for physical distancing. This may include additional bus routes or runs to allow for programmatic choices (i.e., at the secondary panel) to allow for appropriate cohorting.
- Additional staffing and/or overtime related to enhanced cleaning on school purpose vehicles.
- Equipment and auxiliary supplies that would support effective enhanced cleaning protocols not supplied by MGCS and purchased by student transportation service providers or school boards.
- Additional costs associated with specific cleaning and disinfection products or PPE for use on school purpose vehicles not supplied by MGCS.

### Special Education, Mental Health and Well-being and Equity Funding

The ministry is providing a total of \$49 million for enhanced COVID-19 Special Education, Mental Health and Well-being and Equity supports. This funding includes \$6.45M to support equity initiatives, focused on supports for Black, Indigenous and racialized students, underserved students from low socio-economic communities and students with disabilities. Details on the specific program initiatives being supported will be communicated at a later date. Detailed information on Special Education Supports and Mental Health Supports is listed below.

### *Special Education Supports (\$16.25M)*

To support students with special education needs, the ministry is providing school boards and isolate school authorities with a \$16.25 million investment in PPF funding for the 2021-22 school year. This one-time funding amount is available to school boards to support students with special education learning needs by providing additional staffing resources, additional learning resources such as assistive technology, interventions that can be used to address learning gaps, and/or professional assessments based on local needs.

### *Mental Health Supports (\$25.25M)*

The purpose of this Student Mental Health 2021-22 PPF is to support school-based mental health in order to foster the continued learning and well-being of students during this school year as recovery begins from the COVID-19 pandemic.

School boards may use this funding for the following school-based mental health related purposes:

- employ mental health professionals to directly support students;
- provide professional learning and training for educators, school board employed school-based mental health professionals, and school and system leaders;
- collaborate with community mental health providers to ensure pathways to care for students requiring more intensive supports are available;
- student engagement opportunities regarding mental health; and/or
- the collection, analysis and reporting of student mental health related information.

If you require further information on the COVID-19 funding supports, please contact:

Subject	Contact	Email
Connectivity supports for remote learning technology	Jasun Fox	<a href="mailto:jasun.fox@ontario.ca">jasun.fox@ontario.ca</a>
Re-engaging students and reading assessment supports	Dianne Oliphant	<a href="mailto:dianne.oliphant@ontario.ca">dianne.oliphant@ontario.ca</a>
Personal protective equipment and critical supplies and equipment	Andrea Dutton	<a href="mailto:andrea.dutton@ontario.ca">andrea.dutton@ontario.ca</a>
Reserves & Reserves Funding	Med Ahmadoun	<a href="mailto:med.ahmadoun@ontario.ca">med.ahmadoun@ontario.ca</a>
Staffing Supports other than Special Education & Student Mental Health / School Operations Enhancement Funding	Paul Duffy	<a href="mailto:paul.duffy@ontario.ca">paul.duffy@ontario.ca</a>
Special Education / Student Mental Health	Claudine Munroe	<a href="mailto:claudine.munroe@ontario.ca">claudine.munroe@ontario.ca</a>
Student Transportation	Mehul Mehta	<a href="mailto:mehul.mehta@ontario.ca">mehul.mehta@ontario.ca</a>

Halton Catholic District School Board  
**2021-22 Budget Estimates Schedule**

Date	Completed	Item	Description of Activity
24-Sep	✓	Ministry Memorandum 2020:SB18	District School Board Enrolment Projections for 2021-22 to 2024-25 memorandum issued
3-Dec	✓	Ministry Memorandum 2020:SB18	District School Board Enrolment Projections for 2021-22 to 2024-25 submitted to the Ministry
15-Jan	✓	Ministry 2021-22 Education Funding Guide	Ministry invitation for 2021-22 Education Funding Consultation
25-Jan	✓	Budget Objectives	Feedback Request from system principals and vice principals
1-Feb	✓	Budget Estimates Schedule & Objectives	Discuss 2021-22 Budget Estimates Schedule & Objectives at Administrative Council
1-Feb	✓	Budget Process Memorandum	Distribute the 2021-22 Budget Process Memorandum to Superintendents, Senior Managers, Managers
2-Feb	✓	Budget Estimates Schedule & Objectives	Present 2021-22 Budget Estimates Schedule and Provincial Consultation to the Board
3-Feb	✓	Public Consultation Questions	Develop with Sr. Staff/Communication/Research questions for survey
12-Feb	✓	Budget Estimates Schedule & Objectives	Talk to Chair and Vice-Chair about Objectives Determined at Admin
12-Feb	✓	Departmental Budget Reviews	Distribute Budget Input Package to Departments
17-Feb	✓	Public Consultation (Online Survey-Open Feb 17 to Mar 3)	Open online survey on 2021-22 Budget Estimates Process
26-Feb	✓	Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
3-Mar	✓	Public Consultation (Online Survey)	Close online survey on 2021-22 Budget Estimates Process
8-Mar	✓	Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date); Set up to review with Director
8-Mar	✓	Budget Update	Budget Estimates Update (Administrative Council) / Discussion and Approval of Departmental Submissions
11-Mar	✓	Budget Survey	Review and collate results of online budget survey
22-Mar	✓	Budget Survey	Review budget survey results at Administrative Council
26-Mar	✓	School Budgets	Development of School Budgets Based on Forecasted Enrolment
31-Mar	✓	Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2021-22 Budget)
6-Apr	✓	Budget Update	Present the Board of Trustees the results of the Online Survey
19-Apr	✓	Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
19-Apr	✓	Budget Update	Budget Estimates Update (Administrative Council)
19-Apr	✓	SEAC Budget Presentation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
21-Apr	✓	Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
26-Apr	✓	Salary and Benefits Budget	Receive FTE staffing confirmations (by this date)
26-Apr	✓	Salary and Benefits Budget	Discuss Salary and Benefits Budget at Administrative Council
3-May	✓	Budget Update	Budget Estimates Update (Administrative Council)
4-May	✓	Ministry Memorandum	Release of Grants for Student Needs (GSN) and Priorities and Partnerships Fund (PPF)
4-May	✓	Release of EFIS Forms	Release of EFIS Forms and Instructions
10-May	✓	Budget Update	Budget Estimates Update (Administrative Council)
12-May	✓	Trustee Budget Working Session	2021-22 Budget Estimates: Trustee/Senior Staff Budget Consultation Session
14-May	✓	Salary and Benefits Budget	Complete Salary and Benefits Budget
17-May	✓	Budget Update	Budget Estimates Update (Administrative Council)
18-May		Ministry Memorandum	Present the Board of Trustees the GSN and PPF Report for 2021-22 and GSN revenue estimates
1-Jun		Budget Estimates Update	Budget Update for Board
7-Jun		Budget Update	Budget Estimates Update (Administrative Council)
14-Jun		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
16-Jun		Budget Estimates Report (Draft)	Present DRAFT Budget Estimates Report to the Board
21-Jun		Budget Estimates Report (Final)	Budget Estimates FINAL Report (Administrative Council)
24-Jun		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
30-Jun		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
30-Jun		Ministry Memorandum	Submission of Budget Estimates to the Ministry (EFIS)
30-Jun		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

Note 1: Items highlighted "yellow" are to be confirmed in terms of date or title.

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

Note 3: Items highlighted in "blue" are Special Budget Training meetings

Note 4: Items highlighted in "orange" are Proposed Date for Special Board Meetings



## Regular Board Meeting

## Information Report

Schools Update	Item 10.3
May 18, 2021	

### Alignment to Strategic Plan

This report is linked to the strategic priorities:

**Achieving:** Meeting the needs of all learners

**Believing:** Celebrating our Catholic faith & aspiring to be models of Christ

**Belonging:** Embracing relationships & sustaining safe, welcoming schools

### Purpose

The purpose of this report is to provide an update on our Elementary and Secondary schools and planning for the 2021-22 school year.

Planning for the 2021-22 school year continues. On May 4, 2021, the ministry released additional direction to Boards with regards to the 2021-22 school year.

### Learning & Instruction

- As in 2020-21, we are also planning to operate elementary schools full time in-person. Elementary students will continue to be cohorted with their classmates and their homeroom teacher.
- Specialized teachers, for classes such as French as a second language, the arts, and health and physical education, will be able to go into classrooms to provide the full breadth of programming for students.
- Students may be pulled into smaller groups for supports with students from other cohorts based on local public health advice.

For 2021-22, school boards will continue to be required to offer remote learning options consistent with PPM 164. [Policy/Program Memorandum: 164 Requirements for Remote Learning](#)



### Virtual Elementary School

- The Virtual Elementary School will remain as an option in the 2021-22 school year.
- Parents will indicate their preference via online registration in June.
- **One opportunity** for a request of change to learning environment will take place in **February 2022**.

### Cohorting and Timetabling for Secondary In-Class Instruction

- In secondary schools, School boards will be required to limit schedules to two in-person classes (such as quadmestering). The intention is to plan for full time in-person learning for secondary schools.
- School boards are also asked to have plans in place to pivot to other modes of delivery if necessary while still providing students with access to the full breadth of courses:
  - Adapted timetables and a study hall where instruction is split between in-person instruction and remote to allow for tighter cohorting; and
  - Full remote delivery.

Full guidance on 2021-22 health and safety measures will be communicated to school boards in Summer 2021. This will include guidance on requirements such as masking, hand hygiene, cohorting for clubs and other extracurriculars and screening, as well as the **designation of school boards that would need to open with an adapted secondary school delivery model in September**.

### Graduation Requirements

- Typically, secondary school students are required to earn 40 hours of community involvement activities as part of the requirements for earning an Ontario Secondary School Diploma (OSSD).
- In 2021-22, the required number of hours for community involvement activities will be reduced from 40 to a minimum of **20 hours** for graduating students. This is consistent with changes made in the 2020-21 school year.

The community involvement graduation requirement of 40 hours **will be restored in 2022-23** and students working towards their OSSD should be supported to meet these graduation requirements in time for their graduating year.



### Online Learning Graduation Requirement

- As announced in November 2019, it is planned that, starting with the Grade 9 cohort for the 2020-21 school year, students will be required to earn two credits online as part of the graduation requirements of the Ontario Secondary School Diploma (OSSD).
- While online courses will be a mandatory graduation requirement, exemptions may be made for students on an individual basis.

Further information will be provided regarding the opt-out process as well as the extent to which credits earned during remote learning due to the COVID-19 pandemic can be counted toward the online learning graduation requirement.

### Ontario Secondary School Literacy Test (OSSLT)

Students graduating in the 2021-22 school year are exempted from the literacy graduation requirement. The literacy graduation requirement will be restored for students graduating in the 2022-23 school year.

EQAO will provide a Fall 2021 administration of the OSSLT **in addition** to a Spring 2022 administration.

### Grade 9 Math

- The new Mathematics, Grade 9 course (MTH1W) will be implemented beginning in September 2021. This course will replace Principles of Mathematics, Grade 9, Academic (MPM1D) and Foundations of Mathematics, Grade 9, Applied (MFM1P).
- This new course will fulfill the prerequisite requirements that were previously identified as Principles of Mathematics, Grade 9, Academic (MPM1D) and Foundations of Mathematics, Grade 9, Applied (MFM1P).
- The Locally Developed Compulsory Credit (LDCC) course policy remains unchanged at this time.

### Specialist High Skills Major (SHSM) OSSD

In the 2020-21 school year, the ministry provided guidance to school boards regarding a formalized substitution process for students to earn the SHSM/OSSD. The same substitution parameters will be extended to students graduating in the 2021-22 school year.



### Cooperative Education

- The requirements for offering cooperative education courses, as outlined in the Cooperative Education curriculum, including the classroom and community placement components, remain in effect.
- Cooperative education placements should be offered virtually, where feasible.
- In-person community placements will be arranged in alignment with the direction and recommendations of our local public health unit, and within the safety and curriculum requirements of the Cooperative Education curriculum.

### Assessment, Evaluation and Reporting

- *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*, provides that thirty per cent of the final grade for secondary courses is based on a final evaluation administered at or towards the end of the course.
- This evaluation is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

For 2021-22, school boards will continue to have flexibility to determine final evaluation for up to 30% of a student's final mark.

### EQAO Assessments

In 2020-21, EQAO assessments for Grades 3 and 6 were paused while EQAO aligned assessments with the new elementary math curriculum and transitioned to a new online adaptive platform.

In 2021-22, **regular EQAO assessments will resume**, with the following adaptations:

- All students in Grade 3 and 6 attending in-person learning will participate in the online EQAO math, reading, and writing assessments.
- All students enrolled in Grade 9 math attending learning in-person will write the Grade 9 math assessment. Results of this assessment may count towards up to 10% of the student's final mark.
- Where applicable, students will continue to receive individual reports.



## Professional Activity (PA) Days

*Policy/Program Memorandum (PPM) No. 151: Professional Activity Days Devoted to Provincial Education Priorities* will be revised and issued to school boards reflecting the ministry's directions on PA days for the 2021-22 school year. Topics for the three mandatory PA days will include:

- health and safety protocols, mental health and well-being
- learning recovery and intervention strategies
- mathematics, including the elementary math curriculum and Grade 9 de-streamed math course
- anti-racism, anti-discrimination training
- instructional approaches to online/remote learning
- anti-sex trafficking and anti-bullying, including cyber-bullying

To ensure readiness for the 2021-22 school year, we will address the following topics prior to the start of student instruction:

- health and safety protocols, mental health and well-being; and
- learning recovery and intervention strategies.

## Summer Programming

Our Board will continue to offer our Core Secondary School Summer Credit Program, Summer Learning Program for students with special needs and a Summer Transition Program for student with special needs.

- TVO and TFO are currently developing English-language and French-language elementary digital learning course packs, aligned with curriculum expectations for each subject in Grades 1-8 and Kindergarten.
- These supplemental resources will become available through the Summer for educators should they wish to incorporate them for in-person or remote learning with the start of the next school year.
- They may also support students to continue their learning: for example, students could review content online at home to help with homework or to support learning retention through the summer months.



## Conclusion

As circumstances continue to evolve in the spring and summer and additional direction is provided by the Ministry of Education and Halton Public Health, we also hope it means the return of extracurriculars including athletics, clubs, and other engaging activities for our students.

We remain committed to communicating any updates with parents and to providing a quality Catholic education that is flexible and engaging.

Report Prepared &  
Submitted by:

Pat Daly  
Director of Education and Secretary of the Board

## **Construction Report - May 2021**



### **Construction Update**

- The pictures above were taken on May 11, 2021. The top pictures show the ongoing gym floor demolition. The bottom-left picture shows millwork installed in the new staff room. The bottom-right picture shows the completed new special education classroom.
- Work completed included ceramic flooring, stage lift installation, fire alarm verification and painting.

### **Schedule Update**

- Landscaping
- Gymnasium flooring installation

If you have any comments or questions about the new school, please contact Lorrie Naar, Superintendent of Education, at (905) 632-6300 ext.135 or e-mail [naarl@hcdsb.org](mailto:naarl@hcdsb.org). For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail [merrickr@hcdsb.org](mailto:merrickr@hcdsb.org).

## Construction Report - May 2021



### **Construction Update**

- The pictures above were taken on May 11, 2021. The top pictures show the completed asphalt and concrete areas. The bottom-left picture shows the completed millwork. The bottom-right picture shows completed grass installation.
- Work completed included millwork, fencing , asphalt and sidewalks.

### **Schedule Update**

- Deficiency clean-up

If you have any comments or questions about the new school, please contact Lorrie Naar, Superintendent of Education, at (905) 632-6300 ext.135 or e-mail [naarl@hcdsb.org](mailto:naarl@hcdsb.org). For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail [merrickr@hcdsb.org](mailto:merrickr@hcdsb.org).

## **Construction Report - May 2021**



### **Construction Update**

- The pictures above were taken on May 6, 2021. The top picture shows the ongoing site grading. The bottom picture shows the ongoing installation of the site servicing.
- Work completed included some grading and site services.

### **Schedule Update**

- Footing installation
- Load bearing walls
- Underground services

If you have any comments or questions about the new school, please contact Emi Bakaic, Superintendent of Education, at (905) 632-6300 ext.127 or e-mail [bakaice@hcdsb.org](mailto:bakaice@hcdsb.org). For school construction information contact Ryan Merrick, Superintendent, Facility Management Services, at (905) 632-6300 ext. 171 or e-mail [merrickr@hcdsb.org](mailto:merrickr@hcdsb.org).



## Regular Board Meeting

## Information Report

2020-21 Financial Report as of March 31, 2021	Item 10.5
March 2, 2021	

### Alignment to Strategic Plan

This report is linked to our strategic priority of **Foundational Elements**: Optimizing organizational effectiveness.

### Purpose

To provide the Board with a monthly financial report as per Resolution #128/20 (AS AMENDED), which was passed at the June 2, 2020, Regular Board Meeting.

**BE IT RESOLVED** that the Board of Trustees direct the Secretary and Director of the Halton Catholic District School Board to implement monthly financial reporting from fiscal year 2020/2021 by no later than January 2021 and provide the board with a line by line report of variances to budget exceeding \$100,000.

**BE IT FURTHER RESOLVED** that all changes to the final approved budget in June over \$100,000 will be reviewed and approved by the Board of Trustees before the December budget update to the Ministry.

### Background Information

- 1) Information Report 10.3 “2020-21 Budget Report for September 1, 2020 to February 28, 2021” from the April 20, 2021 Regular Board Meeting.
- 2) Information Report 10.3 “2020-21 Financial Report as of January 31, 2021” from the March 2, 2021 Regular Board Meeting.
- 3) Action Report 8.3 “2020-21 Revised Budget Estimates (Including September 1, 2020, to November 30, 2020, Actuals)” from the December 17, 2020, Special Meeting of the Board.
- 4) Action Report 8.2 “2020-21 Budget Estimates (Final)” from the July 29, 2020, Special Meeting of the Board.
- 5) Action Item 8.1 “Financial Reporting & Board Responsibility for Financial Oversight (P. DeRosa)” from the June 2, 2020, Regular Board Meeting.



## Comments

The attached report reflects the revised Board-approved budget and actual revenue and expenses of Halton Catholic District School Board for 2020-21 as of March 31, 2021. For comparative purposes, the report also provides the same information for the previous month (February 2021) and the previous fiscal year (2019-20 as of March 31, 2020). Explanatory notes have been provided for all variances in excess of \$100,000 per Resolution #128/20 (AS AMENDED).

On March 31, 2021, the fiscal year is 58% complete (7 months/12 months), and the school year is 70% complete (7 months/10 months). Therefore, it is expected that the percentages received or spent to be between 58% and 70%.

## Conclusion

Staff will continue to monitor and control expenses against the 2020-21 Revised Budget.

### Report Prepared by:

A. Cross  
Senior Manager, Financial Services

### Report Reviewed by:

A. Lofts  
Superintendent of Business Services and Treasurer of the Board

### Report Submitted by:

A. Lofts  
Superintendent of Business Services and Treasurer of the Board

### Report Approved by:

P. Daly  
Director of Education and Secretary of the Board

**Halton Catholic District School Board**  
**Revenue**  
**2020/2021 Monthly Financial Reporting**  
**March 2021**

Appendix A

	Year to Date				Year to Date vs Prior Year To Date				Material Variance Note
	March 31, 2021 Actuals	2020/2021 Revised Estimates	2020/2021 Remaining Balance	Percent Received	March 31, 2021 Actuals	March 31, 2020 Actuals	\$ Change	Percent Change	
	(in PSAB Format)	(in PSAB Format)			(in PSAB Format)	(in PSAB Format)			
<b>OPERATING REVENUE</b>									
<b>Province of Ontario</b>									
Legislative Grants	\$ 199,908,786	\$ 301,565,650	\$ 101,656,864	66.3%	\$ 199,908,786	\$ 185,578,571	\$ 14,330,215	7.7%	1
Municipal Taxes	57,359,415	95,822,850	38,463,435	59.9%	57,359,415	58,100,838	(741,424)	-1.3%	2
	257,268,200	397,388,500	140,120,300	64.7%	257,268,200	243,679,409	13,588,791	5.6%	
<b>Other Provincial Grants</b>									
Prior Year Grant Adjustment - Operating	421,174	-	(421,174)	0.0%	421,174	27,960	393,214	1406.3%	3
Other Provincial Grants	8,322,858	20,851,439	12,528,581	39.9%	8,322,858	3,074,410	5,248,448	170.7%	4
	8,744,032	20,851,439	12,107,407	41.9%	8,744,032	3,102,370	5,641,661	181.9%	
<b>Other Revenue</b>									
Government of Canada	517,251	3,008,562	2,491,311	17.2%	517,251	1,169,287	(652,036)	-55.8%	5
Tuition Fees	1,868,906	1,562,000	(306,906)	119.6%	1,868,906	2,820,726	(951,820)	-33.7%	6
Use of Schools/Rentals	646,117	2,028,962	1,382,845	31.8%	646,117	1,652,043	(1,005,926)	-60.9%	7
Cafeteria/Vending Funds/Uniform Commissions	22,950	20,000	(2,950)	114.8%	22,950	5,957	16,993	285.2%	
Interest Revenue	132,109	200,000	67,891	66.1%	132,109	631,871	(499,762)	-79.1%	8
Donations	-	-	-	0.0%	-	52,884	(52,884)	-100.0%	
Miscellaneous Recoveries	67,177	46,998	(20,180)	142.9%	67,177	173,649	(106,472)	-61.3%	9
Recoveries - Secondments	461,380	1,050,625	589,245	43.9%	461,380	287,671	173,708	60.4%	10
Plant Revenue	139,178	220,000	80,822	63.3%	139,178	44,114	95,064	215.5%	
Miscellaneous Revenue	47,944	120,000	72,056	40.0%	47,944	152,829	(104,885)	-68.6%	11
EDC Revenue	6,104,807	7,000,000	895,193	87.2%	6,104,807	3,993,367	2,111,440	52.9%	12
	10,007,819	15,257,147	5,249,328	65.6%	10,007,819	10,984,398	(976,579)	-8.9%	
<b>School Generated Funds Revenue</b>	1,848,352	7,000,000	5,151,648	26.4%	1,848,352	8,898,385	(7,050,033)	-79.2%	13
<b>Amortization of Deferred Capital Contribution</b>	10,226,482	17,531,112	12,635,669	58.3%	10,226,482	9,827,742	398,740	4.1%	14
<b>Total Operating Revenue</b>	<b>288,094,885</b>	<b>458,028,197</b>	<b>175,264,351</b>	<b>62.9%</b>	<b>288,094,885</b>	<b>276,492,304</b>	<b>11,602,581</b>	<b>4.2%</b>	
<b>Available for Compliance</b>									
(Surplus) Deficit - Operating	-	7,079,261	7,079,261	0.0%	-	-	-	0.0%	
Available for Compliance - Transfer from (to) Internally Reserve	-	608,778	608,778	0.0%	-	-	-	0.0%	
<b>Total (Surplus) Deficit Available for Compliance</b>	<b>-</b>	<b>7,688,039</b>	<b>7,688,039</b>	<b>0.0%</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0.0%</b>	
<b>Unavailable for Compliance</b>									
Unavailable for Compliance (PSAB Adjustment)	-	(196,914)	(196,914)	0.0%	-	-	-	0.0%	
Amortization of EFB - Retirement/Health/Dental/Life Insurance	-	(458,219)	(458,219)	0.0%	-	-	-	0.0%	
Unavailable for Compliance (Increase) Decrease in School Generated Funds	-	-	-	0.0%	-	-	-	0.0%	
Revenues Recognized for Land	-	(7,000,000)	(7,000,000)	0.0%	-	-	-	0.0%	
<b>Total Unavailable for Compliance (Surplus)</b>	<b>-</b>	<b>(7,655,133)</b>	<b>(7,655,133)</b>	<b>0.0%</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0.0%</b>	
<b>Total Annual (Surplus) Deficit</b>	<b>-</b>	<b>32,906</b>	<b>32,906</b>	<b>0.0%</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0.0%</b>	
<b>Total Revenue After PSAB Adjustment</b>	<b>\$ 288,094,885</b>	<b>\$ 458,061,104</b>	<b>\$ 175,297,257</b>	<b>62.9%</b>	<b>\$ 288,094,885</b>	<b>\$ 276,492,304</b>	<b>\$ 11,602,581</b>	<b>4.2%</b>	

**Halton Catholic District School Board**  
**Revenue**  
**2020/2021 Monthly Financial Reporting**  
**March 2021**

**Appendix A**

**Material Variance Explanation**

1. Legislative Grants - Increase due to increased funding in 2020-21 compared to 2019-20.
2. Municipal Taxes - Decrease due to more tax write-offs in 2020-21.
3. Prior Year Grant Adjustment - Operating - Increase due to Ministry adjustment received based on 2018-19 FS review.
4. Other Provincial Grants - Increase due to COVID-19 related grants in 2020-21.
5. Government of Canada - Decrease due to the timing difference of when federal grant funding has been received.
6. Tuition Fees - Decrease due to less international students in the 2020-21 due to the COVID-19 pandemic.
7. Use of Schools/Rentals - Decrease due to COVID-19 pandemic.
8. Interest Revenue - Decrease due to lower interest rates and less funds available to invest due to the change in the Ministry's cash management strategy.
9. Miscellaneous Recoveries - Decrease due to the timing of dual credit recoveries.
10. Recoveries - Secondments - Increase due to the timing of secondment recoveries received from third parties in 2020-21 compared to 2019-20.
11. Miscellaneous Revenue - Decrease due to the timing and volume of transactions fees related to school cash system.
12. EDC Revenue - Increased EDC revenue received to date from Halton municipalities.
13. School Generated Funds - Decrease due to less fundraising at the schools as a result of the COVID-19 pandemic.
14. Amortization of Deferred Capital Contribution - Increased due to more capital assets in 2020-21 compared to 2019-20 funded by the Ministry.

**Halton Catholic District School Board**  
**Revenue**  
**2020/2021 Monthly Financial Reporting**  
**March 2021**

Appendix A

**OPERATING REVENUE**

**Province of Ontario**

Legislative Grants

Municipal Taxes

**Other Provincial Grants**

Prior Year Grant Adjustment - Operating

Other Provincial Grants

**Other Revenue**

Government of Canada

Tuition Fees

Use of Schools/Rentals

Cafeteria/Vending Funds/Uniform Commissions

Interest Revenue

Donations

Miscellaneous Recoveries

Recoveries - Secondments

Plant Revenue

Miscellaneous Revenue

EDC Revenue

**School Generated Funds Revenue**

**Amortization of Deferred Capital Contribution**

**Total Operating Revenue**

**Available for Compliance**

(Surplus) Deficit - Operating

Available for Compliance - Transfer from (to) Internally Reserve

**Total (Surplus) Deficit Available for Compliance**

**Unavailable for Compliance**

Unavailable for Compliance (PSAB Adjustment)

Amortization of EFB - Retirement/Health/Dental/Life Insurance

Unavailable for Compliance (Increase) Decrease in School Generated Funds

Revenues Recognized for Land

**Total Unavailable for Compliance (Surplus)**

**Total Annual (Surplus) Deficit**

**Total Revenue After PSAB Adjustment**

Month vs Prior Month					Material Variance Note	Month vs Prior Year Month					Material Variance Note
March 31, 2021	February 28, 2021					March 31, 2021	March 31, 2020				
Actuals	Actuals	\$		Percent		Actuals	Actuals	\$		Percent	
(in PSAB Format)	(in PSAB Format)	Change		Change		(in PSAB Format)	(in PSAB Format)	Change		Change	
\$ 26,018,285	\$ 25,129,961	\$ 888,324		3.5%	1	\$ 26,018,285	\$ 24,485,007	\$ 1,533,278		6.3%	6
23,723,777	-	23,723,777		100.0%	2	23,723,777	23,400,409	323,368		1.4%	
49,742,061	25,129,961	24,612,100		97.9%		49,742,061	47,885,416	1,856,645		103.9%	
79,701	-	79,701		100.0%		79,701	-	79,701		100.0%	
1,044,432	3,107,104	(2,062,672)		-66.4%	3	1,044,432	510,941	533,492		104.4%	7
1,124,133	3,107,104	(1,982,971)		-63.8%		1,124,133	510,941	613,192		220.0%	
650	1,810	(1,160)		-64.1%		650	509,326	(508,676)		-99.9%	8
(50,003)	6,147	(56,150)		-913.4%		(50,003)	13,527	(63,529)		-469.7%	
407,382	2,604	404,778		15543.6%	4	407,382	708,431	(301,049)		-42.5%	9
3,220	7,353	(4,132)		-56.2%		3,220	-	3,220		100.0%	
13,470	29,627	(16,157)		-54.5%		13,470	55,425	(41,955)		-75.7%	
-	-	-		0.0%		-	49,617	(49,617)		-100.0%	
13,100	30,454	(17,354)		-57.0%		13,100	-	13,100		100.0%	
131,818	111,643	20,175		18.1%		131,818	114,372	17,446		15.3%	
30,081	73,031	(42,949)		-58.8%		30,081	693	29,388		4239.6%	
10,565	33,704	(23,139)		-68.7%		10,565	1,945	8,619		443.1%	
408,898	1,591,833	(1,182,934)		-74.3%	5	408,898	163,510	245,388		150.1%	10
969,183	1,888,205	(919,022)		-48.7%		969,183	1,616,847	(647,664)		59.9%	
505,226	156,269	348,957		223.3%		505,226	790,068	(284,842)		-36.1%	11
1,460,926	1,460,926	-		0.0%		1,460,926	1,403,963	56,963		4.1%	
53,801,530	31,742,465	22,059,065		69.5%		53,801,530	52,207,234	1,594,295		3.1%	
-	-	-		0.0%		-	-	-		0.0%	
-	-	-		0.0%		-	-	-		0.0%	
-	-	-		0.0%		-	-	-		0.0%	
-	-	-		0.0%		-	-	-		0.0%	
-	-	-		0.0%		-	-	-		0.0%	
-	-	-		0.0%		-	-	-		0.0%	
-	-	-		0.0%		-	-	-		0.0%	
-	-	-		0.0%		-	-	-		0.0%	
-	-	-		0.0%		-	-	-		0.0%	
\$ 53,801,530	\$ 31,742,465	\$ 22,059,065		69.5%		\$ 53,801,530	\$ 52,207,234	\$ 1,594,295		3.1%	

**Halton Catholic District School Board**  
**Revenue**  
**2020/2021 Monthly Financial Reporting**  
**March 2021**

**Appendix A**

**Material Variance Explanation**

Month vs Prior Month

1. Legislative Grants - Ministry monthly allocation variation (8.4% for March vs. 8.3% for February)
2. Municipal Taxes - Decrease due to the timing of municipal tax payments. Municipalities are required to make installments by March 31st, June 30th, September 30th and December 15th each year.
3. Other Provincial Grants - Decrease due to the timing of COVID-19 related grant payments. Funding received in March include SHSM \$400K, ESL \$365K, Math Strategy \$67K, Summer Learnings \$65K.
4. Use of Schools/Rentals - Timing of payments received under the municipal reciprocal agreements. Revenue is settled on a calendar year basis (revenue was recognized in March 2021).
5. EDC Revenue - Decrease in EDC revenue received in the month of January from the Halton Municipalities.

Month vs Prior Year Month

6. Legislative Grants - Increase due to increased funding in 2020-21 compared to 2019-20.
7. Other Provincial Grants - Increase due to the timing of PPF grants. Funding received in March 2021 SHSM \$400K and Summer Learnings \$65K.
8. Government of Canada - Increase due to the timing of the Language Instruction for Newcomers to Canada (LINC) program funding installment.
9. Use of Schools/Rentals - Decrease due to COVID-19 pandemic.
10. EDC Revenue - Increased EDC revenue received to in March 2021 compared to March 2020 from Halton municipalities. Driven by development in the Region.
11. School Generated Funds - Decrease due to less fundraising at the schools as a result of the COVID-19 pandemic.

**Halton Catholic District School Board**  
**Expense**  
**2020/2021 Monthly Financial Reporting**  
**March 2021**

Appendix B

**Classroom Instruction**

Classroom Teachers  
Occasional Teachers  
Educational Assistants  
Early Childhood Educators (E.C.E) and Supply  
Textbooks & Classroom Supplies  
Computers  
Professionals, Paraprofessionals & Technical  
Library and Guidance  
Staff Development  
Department Heads

**Subtotal Classroom Instruction**

**Non Classroom - School Support Services**

School Administration  
Coordinators and Consultants  
Continuing Education

**Subtotal School Support Services**

**Recoverable Expenses**

**Other Non Classroom**

Board Administration  
Transportation

**Subtotal Other Non Classroom**

**Pupil Accommodation**

School Operations and Maintenance  
Other Pupil Accommodation

**Subtotal Pupil Accommodations**

**Other**

Other Non-operating expenses  
Provision for Contingencies

**School Generated Funds expenses**

**Amortization expense**

**Total Expenses Before PSAB Adjustments**

**PSAB Adjustments**

Increase in Employee Future Benefits  
(Decrease) in Accrued Interest on Debentures

**Total PSAB Adjustment**

**Total Expenses After PSAB Adjustments**

Year to Date				Year to Date vs Prior Year to Date				Material Variance Note
March 31, 2021 Actuals  (in PSAB Format)	2020/2021 Revised Estimates  (in PSAB Format)	2020/2021 Remaining Balance	Percent Spent	March 31, 2021 Actuals	March 31, 2020 Actuals	\$ Change	Percent Change	
137,723,307	237,804,898	100,081,590	57.9%	137,723,307	119,985,830	17,737,478	15%	1
3,083,553	8,655,000	5,571,447	35.6%	3,083,553	4,419,062	(1,335,508)	-30%	2
15,390,329	25,254,036	9,863,707	60.9%	15,390,329	14,886,918	503,411	3%	3
6,027,435	9,393,800	3,366,365	64.2%	6,027,435	5,607,910	419,525	7%	4
3,628,079	7,091,138	3,463,059	51.2%	3,628,079	4,319,553	(691,474)	-16%	5
1,899,841	4,098,329	2,198,487	46.4%	1,899,841	830,239	1,069,603	129%	6
8,205,234	16,658,192	8,452,959	49.3%	8,205,234	8,804,538	(599,304)	-7%	7
3,509,603	6,079,100	2,569,497	57.7%	3,509,603	3,270,262	239,341	7%	8
810,486	3,520,207	2,709,721	23.0%	810,486	950,913	(140,427)	-15%	9
681,227	535,800	(145,427)	127.1%	681,227	377,175	304,053	81%	10
<b>180,959,095</b>	<b>319,090,500</b>	<b>138,131,405</b>	<b>56.7%</b>	<b>180,959,095</b>	<b>163,452,399</b>	<b>17,506,696</b>	<b>10.7%</b>	
12,780,648	22,516,720	9,736,072	56.8%	12,780,648	12,582,984	197,664	2%	11
2,400,519	4,914,095	2,513,576	48.8%	2,400,519	2,232,743	167,777	8%	12
3,961,682	7,696,542	3,734,861	51.5%	3,961,682	4,226,435	(264,753)	-6%	13
<b>19,142,849</b>	<b>35,127,357</b>	<b>15,984,508</b>	<b>54.5%</b>	<b>19,142,849</b>	<b>19,042,161</b>	<b>100,688</b>	<b>0.5%</b>	
<b>676,887</b>	<b>1,389,400</b>	<b>712,513</b>	<b>48.7%</b>	<b>676,887</b>	<b>707,038</b>	<b>(30,151)</b>	<b>-4.3%</b>	
7,313,151	12,652,818	5,339,667	57.8%	7,313,151	6,584,308	728,843	11%	14
7,766,197	11,275,124	3,508,927	68.9%	7,766,197	5,671,358	2,094,839	37%	15
<b>15,079,348</b>	<b>23,927,942</b>	<b>8,848,594</b>	<b>63.0%</b>	<b>15,079,348</b>	<b>12,255,665</b>	<b>2,823,682</b>	<b>23.0%</b>	
18,467,835	36,567,343	18,099,508	50.5%	18,467,835	17,926,849	540,987	3%	16
5,732,615	11,367,697	5,635,082	50.4%	5,732,615	7,081,792	(1,349,178)	-19%	17
<b>24,200,450</b>	<b>47,935,040</b>	<b>23,734,590</b>	<b>50.5%</b>	<b>24,200,450</b>	<b>25,008,641</b>	<b>(808,191)</b>	<b>-3.2%</b>	
586,816	47,375	(539,441)	1238.7%	586,816	42,957	543,859	1266%	18
-	5,234,353	5,234,353	0.0%	-	-	-	0%	
<b>586,816</b>	<b>5,281,728</b>	<b>4,694,912</b>	<b>11.1%</b>	<b>586,816</b>	<b>42,957</b>	<b>543,859</b>	<b>1266.1%</b>	
<b>2,547,557</b>	<b>7,000,000</b>	<b>4,452,443</b>	<b>36.4%</b>	<b>2,547,557</b>	<b>6,770,151</b>	<b>(4,222,594)</b>	<b>-62.4%</b>	19
<b>11,062,491</b>	<b>18,964,270</b>	<b>7,901,779</b>	<b>58.3%</b>	<b>11,062,491</b>	<b>10,268,418</b>	<b>794,072</b>	<b>7.7%</b>	20
<b>\$ 254,255,493</b>	<b>\$ 458,716,237</b>	<b>\$ 204,460,744</b>	<b>55.4%</b>	<b>\$ 254,255,493</b>	<b>\$ 237,547,431</b>	<b>\$ 16,708,062</b>	<b>7.0%</b>	
-	(458,219)	(458,219)	0.0%	-	-	-	0%	
-	(196,914)	(196,914)	0.0%	-	-	-	0%	
<b>\$ -</b>	<b>\$ (655,133)</b>	<b>\$ (655,133)</b>	<b>0.0%</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>0.0%</b>	
<b>\$ 254,255,493</b>	<b>\$ 458,061,104</b>	<b>\$ 203,805,610</b>	<b>55.5%</b>	<b>\$ 254,255,493</b>	<b>\$ 237,547,431</b>	<b>\$ 16,708,062</b>	<b>7.0%</b>	

**Halton Catholic District School Board**  
**Expense**  
**2020/2021 Monthly Financial Reporting**  
**March 2021**

**Appendix B**

**Material Variance Explanation**

1. Classroom Teachers - Increase in salaries and benefits due to additional teachers hired to address the virtual school needs as well as the classroom size hard cap as a result of the COVID-19 pandemic. One additional pay period in 2020-21 by end of March 2021.
2. Occasional Teachers - Less occasional teacher costs incurred specifically during the month of January 2021 while schools were virtual.
3. Educational Assistants - Increase due to additional EAs being hired in 2020-21 as well as March Break being postponed to April 2021.
4. Early Childhood Educators (E.C.E) - Increase in salaries and benefits due to additional E.C.Es hired to address the virtual school needs.
5. Textbooks & Classroom Supplies - Decrease in S.E.A non-computer equipment purchases, contractual HCAA expenses and student bus ticket costs.
6. Computers - Increased due to computer equipment purchased for remote learning needs as a result of the COVID-19 pandemic and increased S.E.A computer equipment purchases.
7. Professionals, Paraprofessionals and Technicians - Decrease due to reallocation of computer equipment purchases to capital partially offset by increased staff (Mental Health Workers, Computer Tech and Child and Youth Councillor)
8. Library and Guidance - Increase due to additional library technicians in 2020-21 and one additional pay period in March 2021 for guidance teachers.
9. Staff Development - Decrease due to less professional development sessions being held to date due to the COVID-19 pandemic.
10. Department Heads - Increase due to the department head allowance rate change as per the ratified collective bargaining agreement combined with the separation of release time for 2020-21.
11. School Administration - Increase due to adding the virtual school as a result of the COVID-19 pandemic.
12. Coordinators and Consultants - Increase due to one additional pay period by the end of March 2021 compared to March 2020 and additional supervisor ECE.
13. Continuing Education - Decrease due to less lease charges as a result of the relocating Thomas Merton Oakville to a Board owned site compared to a leased site in 2019-20. The decrease is partially offset by an increase in site renovation costs and computer equipment.
14. Board Administration - Increase due to the Broadband Modernization initiative and the hiring of additional staff as approved in the 2020-21 budget.
15. Transportation - Variance due to increased monthly transportation costs in 2021 vs. 2020 (increase of \$167,000 per month) and timing of when invoices are received and processed from Halton Student Transportation Services. Processed March 2020 invoice from HSTS in April 2020.
16. School Operations and Maintenance - Increase due to temporary custodial staff, cleaning supplies, and HVAC/air filtration costs incurred as a result of COVID-19.
17. Other Pupil Accommodation - Decrease due to less interest charges on capital projects including Education Development Charge (EDC) land sites as a result of lower principal balances in 2021-20 compared to 2019-20.
18. Other non-operating - Increase due to the purchase of personal protective equipment as a result of the COVID-19 Pandemic.
19. School Generated Funds - Decrease due to less fundraising at the schools as a result of the COVID-19 pandemic.
20. Amortization - Increased due to more capital assets in 2020-21 compared to 2019-20.

**Halton Catholic District School Board**  
**Expense**  
**2020/2021 Monthly Financial Reporting**  
**March 2021**

Appendix B

Month vs Prior Month				Material Variance Note	Month vs Prior Year Month				Material Variance Note
March 31, 2021 Actuals	February 28, 2021 Actuals	\$ Change	Percent Change		March 31, 2021 Actuals	March 31, 2020 Actuals	\$ Change	Percent Change	
27,879,804	19,045,475	8,834,328	46%	1	27,879,804	15,558,357	12,321,447	79%	10
517,879	350,948	166,931	48%	2	517,879	749,821	(231,942)	-31%	11
2,374,642	2,331,232	43,411	2%		2,374,642	1,797,473	577,170	32%	12
900,809	904,163	(3,355)	0%		900,809	659,837	240,972	37%	13
359,157	205,795	153,362	75%	3	359,157	743,640	(384,483)	-52%	14
731,061	91,314	639,747	701%	4	731,061	43,031	688,030	1599%	15
(427,556)	1,152,159	(1,579,715)	-137%	5	(427,556)	1,068,707	(1,496,263)	-140%	16
575,027	495,666	79,361	16%		575,027	411,619	163,408	40%	17
136,583	93,116	43,468	47%		136,583	50,321	86,262	171%	
138,682	92,053	46,629	51%		138,682	52,282	86,400	165%	
33,186,088	24,761,921	8,424,167	34.0%		33,186,088	21,135,087	12,051,001	57.0%	
1,855,979	1,789,761	66,218	4%		1,855,979	1,755,425	100,554	6%	18
359,037	341,989	17,048	5%		359,037	311,703	47,334	15%	
890,231	631,958	258,273	41%	6	890,231	665,936	224,295	34%	19
3,105,247	2,763,708	341,539	12.4%		3,105,247	2,733,063	372,183	13.6%	
140,992	91,252	49,740	54.5%		140,992	100,495	40,497	40.3%	
1,052,809	928,246	124,563	13%	7	1,052,809	1,195,317	(142,508)	-12%	20
1,109,457	1,109,457	-	0%		1,109,457	6,442	1,103,015	17123%	21
2,162,265	2,037,702	124,563	6.1%		2,162,265	1,201,758	960,507	79.9%	
2,417,912	2,544,541	(126,628)	-5%	8	2,417,912	2,279,263	138,649	6%	22
164,153	255,266	(91,113)	-36%		164,153	308,657	(144,504)	-47%	23
2,582,065	2,799,807	(217,742)	-7.8%		2,582,065	2,587,920	(5,855)	-0.2%	
307,746	60,376	247,370	410%	9	307,746	659	307,087	46634%	24
-	-	-	0%		-	-	-	0%	
307,746	60,376	247,370	409.7%		307,746	659	307,087	46634.3%	
254,374	197,568	56,805	28.8%		254,374	47,863	206,511	431.5%	25
1,580,356	1,580,356	-	0.0%		1,580,356	1,466,917	113,439	7.7%	26
\$ 43,319,133	\$ 34,292,689	\$ 9,026,444	26.3%		\$ 43,319,133	\$ 29,273,762	\$ 14,045,371	48.0%	
-	-	-	0%		-	-	-	0%	
-	-	-	0%		-	-	-	0%	
\$ -	\$ -	\$ -	0.0%		\$ -	\$ -	\$ -	0.0%	
\$ 43,319,133	\$ 34,292,689	\$ 9,026,444	26.3%		\$ 43,319,133	\$ 29,273,762	\$ 14,045,371	48.0%	

**Halton Catholic District School Board**  
**Expense**  
**2020/2021 Monthly Financial Reporting**  
**March 2021**

**Material Variance Explanation**

Month vs Prior Month

1. Classroom Teachers - Increase due to the timing of pay periods for elementary teachers. There were three pay periods in March 2021 vs. two pay periods in February 2021.
2. Occasional Teachers - Increase in supply teachers for the month of March 2021 compared to February 2021.
3. Textbooks & Classroom Supplies - Increased due to computer equipment purchased for remote learning needs as a result of the COVID-19 pandemic.
4. Computers - Increased due to computer equipment purchased for remote learning needs as a result of the COVID-19 pandemic and increased S.E.A computer equipment purchases.
5. Professionals, Paraprofessionals and Technicians - Decrease due to reallocation of computer equipment purchases to capital in March 2021.
6. Continuing Education - Increase due to additional pay period in March 2021 (3 pay periods in March 2021 compared to 2 pay periods in February 2021).
7. Board Administration - Increase due to municipal reciprocal rental expenses processed for 2020 in March 2021.
8. School Operations - Decrease due to the reallocation of \$199K of COVID-19 expenses to other operating expenses.
9. Other non-operating - Increase due to the reallocation of COVID-19 expenses from school operations.

Month vs Prior Year Month

10. Classroom Teachers - Increase in salaries and benefits due to additional teachers hired to address the virtual school needs as well as the classroom size hard cap as a result of the COVID-19 pandemic. Increase for March also due to March Break being postponed to April 2021.
11. Occasional Teachers - Less occasional teacher costs incurred in March 2021 compared to March 2020.
12. Educational Assistants - Increase due to additional EAs being hired in 2020-21 as well as March Break being postponed to April 2021.
13. Early Childhood Educators (E.C.E) - Increase in salaries and benefits due to additional E.C.Es hired to address the virtual school needs. Increase also due to the postponement of March Break until April 2021.
14. Textbooks & Classroom Supplies - Decrease due to the timing of purchases of classroom supplies and software (myBlueprint).
15. Computers - Increased due to computer equipment purchased for remote learning needs as a result of the COVID-19 pandemic.
16. Professionals, Paraprofessionals & Technical- Decrease due to reallocation of computer equipment purchases to capital partially offset by increased staff (Mental Health Workers, Computer Tech and Child and Youth Councillor).
17. Library and Guidance - Increase due to additional library technicians in 2020-21 and one additional pay period in March 2021 for guidance teachers.
18. School Administration - Increase due to adding the virtual school as a result of the COVID-19 pandemic.
19. Continuing Education - Increase in 2020-21 due to March reporting accrual and an additional pay period in March 2021.
20. Board Administration - Due to less municipal facilities being rented in 2020-21 compared to 2019-20. Under municipal reciprocal agreements, expenses are settled on a calendar year basis.
21. Transportation - Variance due to timing of when invoices are received and processed from Halton Student Transportation Services (HSTS). Processed March 2020 invoice from HSTS in April 2020.
22. School Operations - Increase due to the purchase of additional safety measures as a result of the COVID-19 pandemic combined additional temporary COVID-19 custodial staff.
23. Other Pupil Accommodation - Decrease due to less interest charges on capital projects including Education Development Charge (EDC) land sites as a result of lower principal balances in March 2021 compared to March 2020.
24. Other non-operating - Increase due to the purchase of personal protective equipment as a result of the COVID-19 Pandemic.
25. School Generated Funds - Increase due to more fundraising at the schools in March 2021 compared to March 2020. Schools were closed for three weeks in March 2020 as a result of the COVID-19 pandemic.
26. Amortization - Increased due to more capital assets in 2020-21 compared to 2019-20.

## MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

Date: April 7, 2021  
Time: 7:00 pm  
Location: Virtual Meeting

Members Present: T. Arruda Newns  
S. Boulanger  
V. Chininea  
N. Dinolfo  
M. Duarte  
L. Efremova  
D. Foster  
S. Furlong  
M. Lourenco  
O. Iiuyomade  
J. MacLeod  
V. Monaco  
J. Santos  
S. Sywash

Guests:

B. Agnew  
B. Cripps  
P. Daly  
N. Guzzo

Regrets: D. Garell-Teri  
L. Gallo  
Fr. Dave Walters  
T. O'Brien

Chair: G. Bergin

Recording Secretary A. Brown

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### 1. Opening Prayer & Welcome

CPIC's first livestreamed meeting began at 7:15 p.m. with N. Dinolfo leading the group in an opening prayer.

### 2. Approvals & Revisions

#### 2.1 Agenda

***Moved by:*** J. MacLeod

***Seconded by:*** O. Iiuyomade

**That,** the agenda be approved.

***CARRIED***

## 2.2 Minutes

**Moved by: S. Boulanger**

**Seconded by: L. Efremova**

**That**, the minutes of the March 1, 2021 Catholic Parent Involvement Committee be approved and submitted.

**CARRIED**

## 3. Board Update (N. Dinolfo)

### ➤ General update

Currently continuing with face to face learning and the virtual school at this time.

In the event Halton Public Health or the MOE ask Halton Catholic to move to remote learning during the third wave of the COVID-19 pandemic we will be able to pivot – the move to remote learning in January went smoothly – the staff and students have the skills to be successful with remote learning

If technology is needed by families for students – there will be distribution of technology as we did in January

On March 29<sup>th</sup> we completed the third change in learning environment for elementary students – we moved over 500 students back to the brick and mortar schools – most students were absorbed to existing classes – we did open a new class at St. Scholastic and at St. Benedict – we collapsed 15 classes in the virtual school with 500 students moving out – the teachers who were collapsed were LTOs who have since been observed to open LTO positions in the brick and mortar schools – we were pleased to be able to fill some of the LTO positions that we were unable to fill prior to the turnaround

We did take approximately 130 students into the virtual school and they were placed in virtual classes, where possible with students from their home school

With students moving between the virtual school and the brick and mortar school the teachers are sharing/migrating the student achievement data for the June report card

Parents also received a poll survey in early March for information about the preferred learning environment for their child/children to help us to begin to plan and staff our schools for September over 12,000 parents responded with approx.. 658 student placements in the virtual school

In June parents will have another opportunity to confirm their child's placement for September – with hopefully improved COVID-19 conditions and more vaccinations parents will feel more comfortable with their decision - there will be an opportunity to change the learning environment during the 2021/22 school year

At the secondary level we are in the final weeks of the third quadmester and culminating tasks - on April 26<sup>th</sup> we move to our 4<sup>th</sup> Quadmester with the turnaround day on April 22nd

- At the secondary level we are planning for a return to semester 1 / 2 model and will be able to pivot to the quadmester model if necessary
- Option sheets have been completed and we are looking at the staffing for September
- Students in the secondary setting are completing a screening tool daily that they show to their teacher when they are in the school building
- De-streamed math for grade 9 for September – communication will go out to parents

Graduation at the secondary and elementary level will be virtual ceremonies with a variety of scenarios for the distribution of awards and certificates planned by each schools Graduation committee

Our spec ed support staff are continuing to support students in person and virtually at the elementary and secondary level – this includes SERT, EAs, CYCs, Social Work, Speech Pathologists, CDAs

Friday April 23<sup>rd</sup> is a scheduled system PA Day – The morning is our staff Faith Day afternoon focus is Equity and Inclusion with a focus on each school Anti Black Racism Plan

Wonderful to see that various things each of the schools did through Lent and Holy week as a school community virtually and also all the community building activities to keep a positive school culture with the students – there have also been many evening community builder sessions virtually – Kahoot nights, trivia nights, craft, baking nights and many more

Catholic Education Week is May 3 – 7<sup>th</sup> – with the theme Nurturing Hope - each school will celebrate this week in their own unique way highlighting our Catholic Schools. Thursday, May 6<sup>th</sup> is our traditional Walk with Jesus – each school will participate in their own neighborhood Walk with Jesus upholding Covid-19 protocols

School Year Calendar for September 2021 has been drafted together with Halton District School Board – with two scheduled PA Days ahead of the Labour Day weekend and the first day of school – Steve Boulanger was the parent representative from CPIC on the board calendar committee

We have gone back to a traditional calendar year with Christmas Dec 20-31 and March Break March 14-18 – but this could change as did this year by the MOE

Continue to have 7 PA Days at the elementary/secondary level - a communication will go out to parents following the April 20<sup>th</sup> board meeting

COVID protocols continue to be closely followed in our schools – there have been reported cases in our schools – what has changed in the past few weeks is class closure when an investigation of a positive case is reported and the isolation period is 14 days – we are consistent with our communication and protocols when a positive case in a community comes up – our advisory board on the board website is updated daily - the screening tool being used by families and the school has been created by Public Health – we follow their direction – staff when asked to isolate at home they teach the class remotely from home – most cases are deemed low risk as they are wearing their PPE in

the school setting when with the children – if low risk they will teach remotely from the school – why students are deemed high risk is that students do take their mask off in the classroom when eating and for mask breaks

As mentioned earlier our secondary students must show a green check on the screening tool when they enter the classroom each day

Our staff are wearing PPE which includes medical grade masks and a shield/goggles

We know everyone is tired and stressed with all the restrictions but it is so important we all bear down and follow the PH protocols and Province of Ontario guidelines as we move into the spring break and return the week of April 19<sup>th</sup> and we continue to be hopeful

#### **4. Trustee update (M. Duarte)**

##### **➤ General update**

An Information report on “Racism & Discrimination: Responding with Faith, Hope & Love” was prepared by staff – This is a very well thought out and presented document which will be very helpful for our students. This document has been developed to support staff and students to respond to racism and discrimination with faith, hope and love. At the March 16<sup>th</sup> Board meeting Trustees passed a resolution to send a letter to the Minister of Education encouraging the revision of the curriculum to better incorporate the culture and history of racialized and marginalized students and staff, such as women, people with disabilities, Black and Indigenous People, People of color and 2SLGBTQ+ people.

At the same meeting Trustees passed a resolution to eliminate the wait list for the EFI program in all regions for the 2022-2023 school year onwards. This has prompted a boundary review in Milton only for accommodating this need which is underway.

At the Board meeting of April 6<sup>th</sup>, there was one student delegation titled “Flying the Flag with Pride” and 2 student delegations titled “Allowing Non-Catholics to be Student Trustees” which was accepted as information by the board.

I have mentioned in the past about our board undertaking work on the MYSP and you probably did 1 survey... The MYSP is a process and Trustees continue to work on it and the process should take 6-8 months.

Trustees have attended a PD session on Supporting Equity & Inclusion through the Catholic lens on March 11<sup>th</sup>, conducted by Dr Anne Jamieson, Director ICE and Dr. Moira McGowan who is a Theologian

Our next PD session is on Human Rights and Accommodations in Catholic Education on April 22 by 2 lawyers.

As we all know, the situation is rapidly changing and evolving and I would like to thank all our CPIC members and parent for your patience and understanding and we hope and pray that we get through this quickly and safely.

## **5. Standing Items:**

### **5.1 OAPCE Update (D. Garell-Teti)**

- Deferred as D. Garell-Teti sent regrets.

### **5.2 CPIC Subcommittees**

#### **5.2.1 School Council Support Committee (L. Efremova)**

Subcommittee started a few initiatives, but priority focus is on resource binder/handbook. Subcommittee reviewed and updated the resource handbook in the hopes to make it available to our CPIC committee by June 2021. Will be looking to get feedback from current members. The last update was in 2015, but we now have a new logo and other improvements will be made.

#### **5.2.2 Parent/Community Engagement Committee (J. MacLeod)**

Requested to find a speaker/webinar – trying to come up with a theme. Narrowed down to Student Success theme and how can parents help in this regard. Subcommittee is looking at OAPCE speaker list and hopefully get some speaker ideas from them and will bring to committee shortly. It was suggested that the PRO Grant money needs to be spent within this school year, so we should have a plan and speaker booked within the next couple of weeks.

#### **5.2.3 By-Laws Committee**

Special meeting was held to review proposed revised bylaw document. Last update was June 2017. Update document to clean up inconsistencies and make editorial changes – language, consistency etc., reordering of bylaws to flow logically. Next step to revisit the bylaws themselves and come back to the committee with proposed changes to the bylaws over time.

As circulated to the committee, our revised bylaws dated April 2021 in hopes to adopt this bylaw document so we can begin work from this document.

The Chair called for a vote to adopt the revised bylaw dated April 2021 (requires a 2/3 majority to carry):

<b>CPIC Member</b>	<b>In Favour</b>	<b>Opposed</b>	<b>Abstain</b>
J. Santos	X		
M. Lourenco	X		
S. Boulanger	X		
O. Iliuyomade	X		
L. Efremova	X		
J. MacLeod	X		
S. Furlong-Warren	X		
S. Sywash			X
T. Arruda-Newns			X

**The Motion *CARRIES*.**

New bylaw document comes into effect immediately.

### **5.3 CPIC Representation on Board Committees**

#### **5.3.1 Mental Health (L. Efremova)**

Nothing to report at this time as no meetings have been held. N. Dinolfo will follow up regarding next meeting.

#### **5.3.2 Bullying Prevention (S. Furlong-Warren)**

Nothing to report at this time.

#### **5.3.3 Walk with Jesus (T. Newns-Arruda)**

Walk is scheduled for May 6, 2021, 10 am start time.

Virtual/Secondary WWJ is a parent/family initiative. Walk together and share photos using a Walk with Jesus hashtag that has been created and will be provided.

In school elementary – perimeter walk – walk the perimeter of the school in their cohorts.

If we do go all virtual happens, all students can walk with families and share photos using the created hashtag.

CPIC has been asked to promote the Walk with Jesus to schools via Catholic School Councils.

#### **5.3.4 Home-School-Parish Partnership (J. Santos)**

Nothing to report at this time.

#### **5.3.5 2021-2022 School Year Calendar Committee (S. Boulanger)**

No additional information than what N. Dinolfo provided earlier in the meeting.

## **6. Discussion Items:**

### **6.1 Council of Chairs Meeting – May 25, 2021**

The idea of a speaker on “de-streaming” as this is coming to our schools next year for Gr. 9 math.

The idea of breakout sessions to discuss “best practices” of School Councils.

Discussion around re-engaging communications and connections with families in the hopes all students will be back to face to face learning.

Agenda will soon be finalized for the Council of Chairs soon, so please share your ideas or thoughts to [cpic@hcdsb.org](mailto:cpic@hcdsb.org)

### **6.2 Catholic/Non-Catholic CPIC Members**

An open discussion took place regarding Catholic/Non-Catholic CPIC members in the hopes of coming up with a majority of agreement. We are taking members feedback, input and commentary so we can further inform the discussion taking place at Policy Committee. Any additional commentary can be sent to [cpic@hcdsb.org](mailto:cpic@hcdsb.org) and will be included in information provided to the board.

## **7. 2021-2022 CPIC Meeting Dates**

Monday, September 20, 2021

Monday, October 18, 2021

Monday, November 15, 2021

Monday, January 17, 2022

Monday, February 28, 2022

Monday, April 25, 2022

Monday, May 16, 2022

Monday, June 20, 2022

## **8. Closing Prayer**

N. Dinolfo thanked everyone for joining the meeting tonight and closed the meeting with a prayer.

## **9. Adjournment**

Meeting was adjourned at 8:39 p.m.

**Next CPIC Meeting: Monday, May 3, 2021 @ 7:00 p.m.**

**Next Council of Chairs Meeting: Wednesday, May 19, 2021 @ 7:00 p.m.**

## **POLICY COMMITTEE MEETING MINUTES**

Date: April 13, 2021  
Time: 7:00 pm  
Location: Catholic Education Centre  
802 Drury Lane  
Burlington, Ontario

Trustee Present: B. Agnew (Electronically)  
P. DeRosa (Electronically)  
M. Duarte (Electronically)  
N. Guzzo (Electronically)  
V. Iantomasi (Electronically)  
P. Murphy (Electronically)  
T. O'Brien (Electronically)  
J. O'Hearn-Czarnota (Electronically)  
H. Karabela (Electronically)  
N. Guzzo (Electronically)

Student Trustees: N. Gubert (Electronically)  
K. Kelly (Electronically)

Staff Present: P. Daly, Director of Education (Electronically)  
E. Bakaic, Superintendent of Education, School Services (Electronically)  
J. Crowell, Superintendent of Education, School Services (Electronically)  
J. O'Hara, Executive Officer, Human Resources Services (Electronically)  
A. Swinden, Manager, Strategic Communications (Electronically)  
N. Dinolfo, Superintendent of Education, School Services (Electronically)  
A. Cordeiro, Superintendent of Education, School Services (Electronically)  
A. Lofts, Superintendent, Business Services and Treasurer of the Board  
S. Jayaraman, Senior Manager Human Rights and Equity (Electronically)  
S. Saevil, Indigenous Education Advisor (Electronically)  
R. DiPietro, Executive Assistant, Office of the Director (Electronically)

Recording Secretary: A. Boyle (Electronically)

### **1. Call to Order**

#### **1.1 Opening Prayer (M. Duarte)**

The meeting opened at 7:00 pm with a prayer led by Trustee Duarte.

## 2. Approvals

### 2.1 Approval of Agenda

**P#29/21**

**Moved by:** T. O'Brien

**Seconded by:** M. Duarte

**That,** the agenda be approved as amended.

The Chair called for a vote. **P#29/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	V. Iantomasi		
P. DeRosa			
M. Duarte			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
K. Kelly (non-binding)			
N. Gubert (non-binding)			

### 2.2 Approval of Minutes (February 9, 2021)

**P#30/21**

**Moved by:** M. Duarte

**Seconded by:** T. O'Brien

**That,** the minutes of the February 9, 2021 Policy Committee be approved.

The Chair called for a vote. **P#30/21 CARRIED**

In Favour	Opposed	Abstain	Absent
M. Duarte	P. DeRosa		
H. Karabela	V. Iantomasi		
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			

## 3. Declarations of Conflict of Interest

There were no Conflicts of Interest

#### 4. Action Items

##### 4.1 Policy II-26 Managing Student Risk in Interschool Sports- Elementary and Secondary Schools (J. Crowell)

**P#31/21**

**Moved by:** B. Agnew

**Seconded by:** T. O'Brien

**That,** the Policy Committee recommends that Policy II-26 Managing Student Risk in Interschool Sports- Elementary and Secondary Schools be forwarded to the April 20, 2021 Regular Board Meeting for approval.

The Chair overruled a point of order regarding information being incomplete.

**P#32/21**

**Moved by:** V. Iantomasi

**RESOLVED,** that the ruling of the Chair be appealed.

The Chair called for a vote. **P#32/21** the appeal was **DEFEATED**.

In Favour	Opposed	Abstain	Absent
P. DeRosa	B. Agnew		
H. Karabela	M. Duarte		
V. Iantomasi	N. Guzzo		
T. O'Brien	P. Murphy		
N. Gubert (non-binding)	J. O'Hearn-Czarnota		
	K. Kelly (non-binding)		

The Chair called for a vote. **P#31/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa	H. Karabela	
M. Duarte	V. Iantomasi		
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarnota			
N. Gubert (non-binding)			
K. Kelly (non-binding)			

##### 4.2 Policy II-33 Safe Arrival at School Program (E. Bakaic)

**P#33/21**

**Moved by:** B. Agnew

**Seconded by:** M. Duarte

**That,** the Policy Committee recommends that Policy II-33 Safe Arrival at School Program be forwarded to the April 20, 2021 Regular Board Meeting for approval.

The Chair called for a vote. **P#33/21 CARRIED**

In Favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarota			
H. Karabela			
N. Gubert (non-binding)			
K. Kelly (non-binding)			

#### 4.3 Policy I-34 (B) Reimbursement of Board Business Expenses for Trustees and External Members of Board Committees (A. Lofts)

**P#34/21**

**Moved by:** T. O'Brien

**Seconded by:** J. O'Hearn-Czarota

**That,** the Policy Committee recommends that Policy I-34(B) Reimbursement of Board Expenses for Trustees and External Members of Board Committees be forwarded to the April 20, 2021 Regular Board Meeting for approval.

The Chair overruled a point of order regarding number of votes not able to be included in a policy.

**P#35/21**

**Moved by:** V. Iantomasi

**RESOLVED,** that the ruling of the Chair be appealed.

The Chair called for a vote. **P#35/21** the appeal was **DEFEATED**.

In Favour	Opposed	Abstain	Absent
P. DeRosa	B. Agnew		
H. Karabela	M. Duarte		
V. Iantomasi	N. Guzzo		
T. O'Brien	P. Murphy		
J. O'Hearn-Czarota	K. Kelly (non-binding)		
N. Gubert (non-binding)			

Following discussion, the following was agreed upon:

- 1. Technology: A date to be added for the return of Technology to the Board
- 16. Summary Report: To include Legal Expenses
- Wording to be changed to "every expense attributed to a Trustee".

The Chair called for a vote. **P#34/21 CARRIED**

In Favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
N. Guzzo	T. O'Brien		
H. Karabela			
P. Murphy			
J. O'Hearn-Czarnta			
N. Gubert (non-binding)			
K. Kelly (non-binding)			

#### 4.4 Policy I-40 Performance Appraisal of Director of Education (P. Daly)

**P#36/21**

**Moved by:** P. Murphy

**Seconded by:** T. O'Brien

**That,** the Policy Committee recommends that Policy I-40 Performance Appraisal of Director of Education be forwarded to the April 20, 2021 Regular Board Meeting for approval.

Following discussion, the following was agreed upon

- Changes to criteria at this stage would be unfair
- Changes to be put forward to improve next year's evaluation
- Schedule P.D. session/guidance to work on the existing framework

The Chair called for a vote. **P#36/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		
M. Duarte	V. Iantomasi		
P. Murphy	H. Karabela		
T. O'Brien	N. Gubert (non-binding)		
J. O'Hearn-Czarnta			
K. Kelly (non-binding)			

#### 4.5 Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Metis and Inuit Students (J. Crowell)

**P#37/21**

**Moved by:** J. O'Hearn-Czarnta

**Seconded by:** B. Agnew

**That,** the Policy Committee recommends that Policy II-43 Voluntary, Confidential Self-Identification of First Nation, Metis and Inuit Students be forwarded to the April 20, 2021 Regular Board Meeting for approval.

The Chair called for a vote. **P#37/21 UNANIMOUSLY CARRIED**

**P#38/21****Moved by:** P. DeRosa**Seconded by:** M. Duarte**That,** the meeting move past 10:00 p.m.The Chair called for a vote. **P#38/21 CARRIED**

In favour	Opposed	Abstain	Absent
B. Agnew	N. Gubert (non-binding)		
P. DeRosa			
M. Duarte			
V. Iantomasi			
V. Iantomasi			
H. Karabela			
P. Murphy			
T. O'Brien			
J. O'Hearn-Czarota			
K. Kelly (non-binding)			

**4.6 Policy II-45 Equity and Inclusive Education (S. Jayaraman)****P#39/21****Moved by:** M. Duarte**Seconded by:** B. Agnew**That,** the Policy Committee recommends that Policy II-45 Equity and Inclusive Education be forwarded to the April 20, 2021 Regular Board Meeting for approval.**P#39 (AMENDMENT 1)****Moved by:** T. O'Brien**Seconded by:** H. Karabela**That,** the Policy Committee recommends that Policy II-45 Equity and Inclusive Education be forwarded to the April 20, 2021 Regular Board Meeting for approval *and that anti-black racism be replaced with anti-racism.*The Chair called for a vote. **P#39/21 (AMENDMENT 1)** was **DEFEATED**.

In Favour	Opposed	Abstain	Absent
P. DeRosa	B. Agnew		
H. Karabela	M. Duarte		
V. Iantomasi	N. Guzzo		
T. O'Brien	P. Murphy		
N. Gubert (non-binding)	J. O'Hearn-Czarota		
	K. Kelly (non-binding)		

**P#39/21 (AMENDMENT 2)**

**Moved by:** T. O'Brien

**Seconded by:** H. Karabela

**That,** the Policy Committee recommends that Policy II-45 Equity and Inclusive Education be forwarded to the April 20, 2021 Regular Board Meeting for approval *and that under Section 4 Inclusive Curriculum and Assessment Practices, the word fundamental be replaced with the word needed.*

The Chair called for a vote. **P#39/21 (AMENDMENT 2)** was **DEFEATED**.

In Favour	Opposed	Abstain	Absent
P. DeRosa	B. Agnew		
H. Karabela	M. Duarte		
V. Iantomasi	N. Guzzo		
T. O'Brien	P. Murphy		
N. Gubert (non-binding)	J. O'Hearn-Czarnota		
	K. Kelly (non-binding)		

**P#40/21**

**Moved by:** M. Duarte

**Seconded by:** P. Murphy

**That,** the meeting move past 10:30 p.m.

The Chair called for a vote. The vote was not unanimous therefore **P#40/21** was **DEFEATED**. The meeting to adjourn once motion on the table completed.

**P#41/21**

**Moved by:** P. DeRosa

**Seconded by:** T. O'Brien

**WHEREAS,** Policy II-45 Equity and Inclusive Education remains to be vetted legally and a more fulsome polling of all stakeholders and ratepayers of the Halton Catholic District School Board;

**BE IT RESOLVED** that the motion be postponed until the June 8, 2021 Policy Committee meeting in order to receive the results of a legal opinion on compliance with the relative legislation, and until our entire ratepayer population can be polled on this policy.

The Chair called for a vote. **P#41/21** was **DEFEATED**

In Favour	Opposed	Abstain	Absent
P. DeRosa	B. Agnew		
H. Karabela	M. Duarte		
V. Iantomasi	N. Guzzo		
T. O'Brien	P. Murphy		
	J. O'Hearn-Czarnota		
	K. Kelly (non-binding)		
	N. Gubert (non-binding)		

The Chair called for a vote. ***P#39/21 CARRIED***

In Favour	Opposed	Abstain	Absent
B. Agnew	P. DeRosa		
M. Duarte	H. Karabela		
N. Guzzo	V. Iantomasi		
P. Murphy	T. O'Brien		
J. O'Hearn-Czarota	N. Gubert (non-binding)		
K. Kelly (non-binding)			

The meeting adjourned at 11:03 p.m. with a prayer led by Chair Guzzo.

**From:** Catholic School Council

**Sent:** May 14, 2021 3:07 PM

**To:** Murphy, Patrick <MurphyP@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>

**Cc:** O'Brien, Timothy <O'BrienT@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; ohearn-czarnotaj@hcdsb.org; DiPietro, Rosie <DiPietroR@hcdsb.org>

**Subject:** [<EXTERNAL>] Pre-AP Grade 9 Math

On behalf of the parent members of the Assumption Catholic School Council, we are writing to you today to express our disappointment to learn of the board's decision to cancel pre-AP Grade 9 Math. We are also disappointed that the messaging received by parents suggested this was a Ministry initiative. The Ministry's mandate applies to Applied and Academic courses only, whereas Advanced Placement is an optional program.

Many Assumption students have benefited from the AP programme over the years, including some of our own children. We believe that incoming and future Assumption students should continue to have this wonderful opportunity available to them.

Please note that while some students take multiple courses at the pre-AP/AP level, some just take the course in their area of strength or interest, which could be Math.

The Advanced Placement program is about so much more than earning university credits. As described on our school website:

***Advanced Placement (AP) courses offer university-level content to students in secondary school. Students in AP and pre-AP programmes study topics in greater depth, providing an opportunity for enhanced learning.***

***The rich course material, classroom discussion and unique assignments typical of AP courses help to develop the knowledge and the critical thinking skills in students that are university bound.***

We have heard from current students and alumni alike about how much more engaging and challenging the AP courses are, and alumni have shared with us how well prepared they have been for university because of taking AP throughout high school. These skills are developed over time, not just in one or two years at the end of a student's high school career.

As such, we respectfully request that the board reverse its decision and re-instate pre-AP Grade 9 math for incoming and future students.

Please include this correspondence in the May 18<sup>th</sup> Board Report.

Parent Members

Assumption Catholic School Council

**From:** ALEXANDRA POWER

**Sent:** May 10, 2021 8:32 PM

**To:** Dobbie, Karen <DobbieK@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Murphy, Patrick <MurphyP@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>

**Subject:** [<EXTERNAL>] Parent Council request to raise Pride Flag at St. Mary CES for June 2021

Dear Principal Dobbie, Director Daly, and Chair Murphy,

The St. Mary's School Council recommends to the principal of St. Mary's and the Board that St. Mary's show its support for the 2SLGBTQ+ community in the manner that this community has requested by flying the Pride flag outside St. Mary's during the month of June.

We request a response from the board as per Section 21 of O.Reg. 612/00 and we request that our letter be included in the correspondence section of the board package for the next scheduled board meeting.

Sincerely,

Parent Council of St. Mary Catholic Elementary School

**Jack:** We come to you today as representatives of the collective body of HCDSB-wide Student Council Presidents, and subsequently, all those who duly elected us. As student body presidents, it is our primary duty that the wishes and voice of our constituents are appropriately represented and platformed. It is in our sincere belief that that policy and vision of student representation has been compromised in the events of the weeks preceding this delegation, and that student dignity and inclusion has also been disregarded with certain decisions made by members of this Board. We strongly urge you to reconsider the decision made to not fly the flag, and if not the Trustees, may Mr. Daly be able to find it in himself to consider such an action and decision. Every statement and every word we make and release is deliberate, and hopefully elicits an appropriate response and the right decision from this group. We are here as students, for students - and it's highly imperative that you know how stakeholders in the Board feel, and for us to express the voice of the students that feel disenfranchised and disheartened by the very leadership that is supposed to represent them.

**Faiq:** As you know, we released a statement as HCDSB Student Council Presidents in opposition to the decision to not fly the flag. I hope you all had the chance to read it and really process the intention behind it. We decided to post it on April 28th, primarily through the usage of social media, along with emailing you. It was relayed through our personal social media accounts, as well as several of the Presidents taking initiative and posting it on their respective student council accounts. We broke no protocol in voicing our opinion and concerns; I really do think we can all agree it was a pretty eloquently and professionally written letter and wasn't derogatory in any way - but merely a condemnation of certain decisions made by certain Trustees. The night of April 28th, Bishop Reding was forced to take our statement down as per orders from our administration. While our staff advisors and admin were generally supportive of the intention and the movement, they admittedly did point out the fact that they weren't made aware that I would post it on the account, along with the fact that we did technically use Board letterhead (which was modified to an extent). I'd like to emphasize and bring note to the fact that Bishop Reding Student Council was the ONLY school who was forced to take the letter down and delete our statement. That to me, speaks volumes about the intent behind it and disregard for student voice and representation.

**Faiq:** It's a weak enough justification to take down the letter and far enough stretch to really make you think, because interestingly enough, again, Bishop Reding was the only one forced to take it down in all of the Board. It's plausible to think that the admin and teachers were pressured to make such a decision and go against the deliberate wishes and voice of the student body. I decided to resign as a result the next day, because I don't feel comfortable having to work within an organization in which we have to "toe the line" of Board policy where we were barely consulted as students. Additionally, I also am not going to work under the guidance of an organization that will bend to pressure that so obviously goes against the best interests of the students, however much they agree with our intentions. I wholly disagree with the

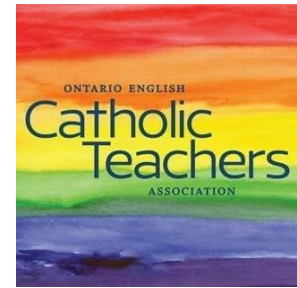
decision to take down our letter, and the reasoning that we were given, and am thoroughly disappointed at the pressure that our staff advisors and admin faced from Board leadership to make such a decision. Make no mistake, this was the student voice deliberately being silenced and being muzzled by pressure from Board leadership. I hope you ponder the fact that if the student voice needed to actively be suppressed in such a manner - did you really make the right decision on behalf of your constituents? Was this something that was done in the best interest of students and educators alike, or a decision which you knew was going to face immense backlash and didn't want to confront the consequences of, but regardless, went ahead with.

**Jack:** The Toronto Catholic District School Board, Wellington Catholic District School Board and Waterloo Catholic District School Board all voted in favour of raising the Pride flag outside of board offices and all schools within their districts. There is NO compromise to actions that help a community feel accepted and safe, and such decisions made by our own Board only seek to compromise the dignity and well-being of 2SLGBTQ+ students and educators. Each school board was able to fulfil their ethos by showing positive change through action, helping students feel accepted in their learning environment and allowing students to believe they can be true to themselves and their identity while making this change. With our board's motto being "Achieving, Believing, and Belonging", we believe that it is imperative for students and staff to feel as if they belong and are accepted in their work environment to reach their full educational potential. If we are to be a "model learning environment," are we not to ensure that everyone can comfortably be in a space where they can learn and work without their dignity being compromised? At the May 11th Policy meeting, in relation to the policy being discussed and implemented that would affect Gifted/IEP students, Trustee DeRosa stated that the 200 (roughly 0.6%) students with such assessments was "a lot of kids." In keeping with that thinking, are the 3 to 4% of students in the Board who identify as 2SLGBTQ+ not "a lot of kids?" Does their dignity, safety and acceptance not matter too?

**Emma:** As quoted from the article: "Practice What You Preach: The HCDSB Will Not #FlyTheFlag. Now What?" an article written by Bianca Guzzo, "Trustee DeRosa used his time to oppose flying a Pride flag to instead fly a "faith-based inclusion" flag made up of rainbow coloured stick people surrounding a stick-person Jesus. If that wasn't offensive enough, he explained that he wanted schools to be inclusive, and safe for students. Students like his granddaughter, whom he said he ran for his current position for because "she didn't like the colour of her school uniform"." It is evident that such a culture of personally motivated and personally biased behaviour and decisions is rampant in Board leadership. It's frankly embarrassing to be part of a Board in which the Trustees clearly don't work for their constituents, but rather their own self-interest. Again, we reiterate, there is no compromise to the dignity and well-being of a group. You cannot tell 2SLGBTQ+ individuals to disregard a flag with such obvious meaning and gravity behind it, and try to replace it with your own design or neuter the visibility as much as possible - it just doesn't work like that. As leaders and representatives of our schools, we have listened to the members of our respective communities, understood their concerns, and are now taking action. We ask that as

leaders, you stand with us to help make a positive change, and backtrack a decision that is detrimental to our HCDSB community.

**Emma:** It's almost weird how accelerationist the majority of this Board of Trustees is. Ipsos did a poll, and ¾ Ontarians believe there should be drastic changes to faith-based school funding. By making such a decision to not fly the flag, you've clearly gone against accepted Canadian values - considering the fact that the majority of public institutions and corporations in the nation fly it. It's almost like you want Catholic schools to be defunded as quickly as possible. For the sake of preserving Catholic education, we implore that you find it in yourselves to go with what your constituents so clearly want, not the opposite. We would also like to lead into the fact that in the last municipal elections in 2018, 8 out of 9 trustees were voted out. We're going to use Milton in this particular example, and point out that both Trustees Duarte and Murphy won by razor thin margins, often only surpassing their opponents by less than a dozen votes in many of the 47 polls in Milton. Voter turnout was 37% overall in Milton, so it's not inconceivable to think that a couple hundred more angry and motivated voters could reasonably organize against you. I sincerely hope the Trustees do realize the gravitas of their decision and how precarious their seats actually are. You probably know which way we'll be voting next election, and we WILL be voting in the next election. Just keep that in mind when you have to cater to a wave of fresh, first-time voters to keep your seats in 2022. Do the right thing and fly the flag; for our sakes and for yours.



April 29, 2021

Dear Chair Patrick Murphy and Trustees,

We are writing to you today on behalf of almost 3,000 Halton Catholic teachers to express deep regret and disappointment that the motion to fly the Pride flag in June was defeated at the Halton Catholic District School Board (HCDSB) meeting Monday evening.

Students and teachers in Catholic schools, like many others throughout Ontario, continue to face bullying and discrimination based on their sexual orientation and/or gender identity. It is important that our board provide support and comfort to staff, students, and the broader community, while ensuring that the public knows that we support inclusion and not discrimination.

Flying the Pride flag in June in support of our LGBTQ2SI+ community is an important step to show that our board embraces diversity, rejects prejudice, and believes that everyone is deserving of God's love.

Instead, debate on this motion demonstrated that such prejudice and nonacceptance are alive and thriving, with some HCDSB trustees showing their true colours, none of which they should be proud to wear.

Instead of using this opportunity to unite us all, a divide was perpetuated.

Our students need us to protect their mental health and well-being. This is especially true of those that self-identify as LGBTQ2SI+, as they are at a higher risk of suffering from depression and more vulnerable to suicidal thoughts and behaviour. Flying the Pride flag in June is a small step toward affirming their dignity. This board has squandered yet another important opportunity to show that it cares.

However, it is never too late to do the right thing. You have seen the outcry from our students and schools. There is still time to revisit this decision.

Be courageous. Make the choice to fly the Pride flag this June.

Tara Hambly

OECTA President, Halton Elementary

Lorain Beraldo-Turner

OECTA President, Halton Secondary

Thursday, May 13<sup>th</sup>, 2021

Director Daly,

In an effort to spare your inbox and ensure our message is clearly heard, this group of HCDSB parents comes to you, collectively, with an important appeal.

We are extremely disappointed with the board's decision not to fly the Pride flag at HCDSB schools and the Catholic Education Centre in June. The Pride flag is an important symbol chosen by the 2SLGBTQ+ community and is a clear signal that they are accepted, welcomed, loved, and safe. Every one of our students deserves to feel that way.

On April 26, some Trustees chose to give more weight to their personal views and those of unaffiliated organizations than to the feedback from the parents and students they ought to represent. Make no mistake - the elusive "silent majority" that is frequently referenced by these Trustees does not exist. A very vocal minority has spoken out in opposition of flying the flag, generating two delegations and 41% of the correspondence from the April 20 and 26 meeting packages (34.6% of correspondence from those with a stated affiliation with HCDSB). The content of these delegations and letters was frequently hateful and offensive, and was damaging for members of the 2SLGBTQ+ community to hear and read. Unfortunately, these comments served to validate the fear, anguish, and lack of support many students and alumni expressed as being their lived experience in HCDSB schools.

The majority of correspondence published for the April 20 and 26 meetings (59% of all published correspondence and 65.4% of correspondence received from those with a stated affiliation with HCDSB) was in favour of flying the Pride flag, not to mention a petition that has generated over 20,000 signatures of support to date. This is the prevailing view and will of the parents and students of HCDSB. If parent and student voices are not enough, perhaps you'll consider the words of your own Student Council presidents, Pflag Halton, ROCK, Halton Children's Aid Society, OECTA Halton, and many others who have written open letters in support of the Pride flag. (Links to all letters have been included at the bottom of this note.) Numerous government officials have also voiced their support, including Adam van Koeverden (MP Milton), Karina Gould (MP Burlington), and Pam Damoff (MP Oakville North - Burlington).

Even further to this, in the days that followed the vote on April 26th, all nine HCDSB high schools and all but two HCDSB elementary schools posted messages of support, love, and inclusion for the 2SLGBTQ+ community on Twitter. This was done without direction and without prompting from you or from the Board. This is clear evidence of what your school community wants.

Your counterpart with the Waterloo Catholic District School Board, Director of Education Loretta Notten, chose to act independently of the Board of Trustees and fly the flag. It is within your power to do the same.

As you're no doubt aware, the press has not been favourable in its coverage of HCDSB's decision not to fly the Pride flag. With Toronto Catholic District School Board's recent decision to do so (which

included delegations from former Premier and Minister of Education Kathleen Wynne, and Toronto city councillor Kristyn Wong-Tam), the perception of HCDSB is worse still.

You have an opportunity to course correct; to be on the right side of history; to protect all of our students. Please, we implore you, use your power to right this wrong, in two specific ways:

- 1) Fly the flag at all HCDSB schools and the Catholic Education Centre this, and every, June; and
- 2) Declare June 1st to be Pride Day across all schools in HCDSB.

These are both operational decisions that are within your purview.

It is time to step up and lead. Choose love. Choose to put HCDSB students' safety first.

Signed,

Halton Parent Allies

[haltonparentallies@gmail.com](mailto:haltonparentallies@gmail.com)

Links to letters from organizations:

- HCDSB Student Council: <https://twitter.com/fiqfooq/status/1387545126168313856>
- OECTA Halton: <https://twitter.com/oectaheu/status/1384654545389752321> and <https://twitter.com/HSUOECTA/status/1388121806888910854>
- OECTA Ontario: <https://twitter.com/OECTAProv/status/1390666673095651329>
- ROCK: <https://twitter.com/ROCKreachout/status/1385579598113615876>
- Halton CAS: <http://haltoncas.ca/news/halton-cas-statement-on-hcdsb-decision-to-not-raise-the-pride-flag-in-june/>
- Pflag Halton: <https://www.facebook.com/haltonpflag/posts/765576760996773> and <https://www.facebook.com/haltonpflag/posts/768728757348240>
- Rainbow Collective of Thunder Bay: <https://twitter.com/RCTBay/status/1385996316199772171>

## List of signatories

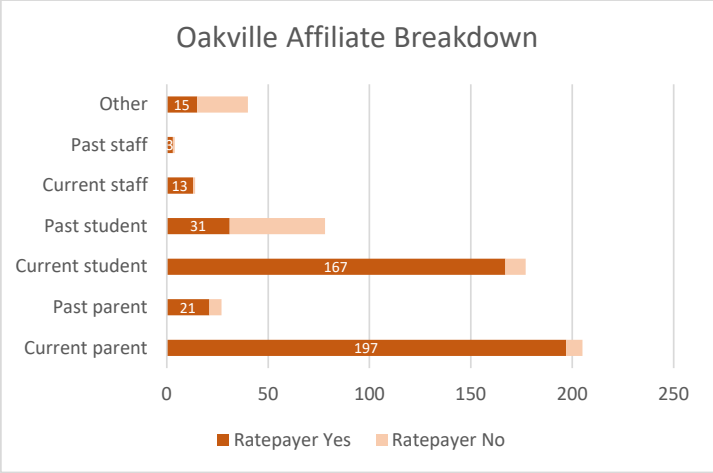
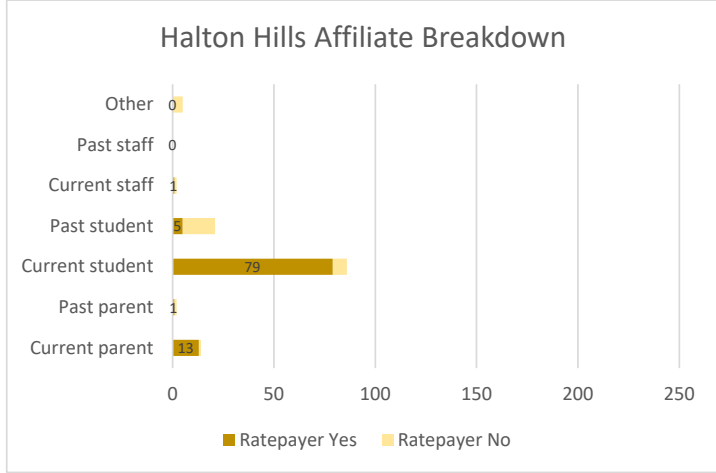
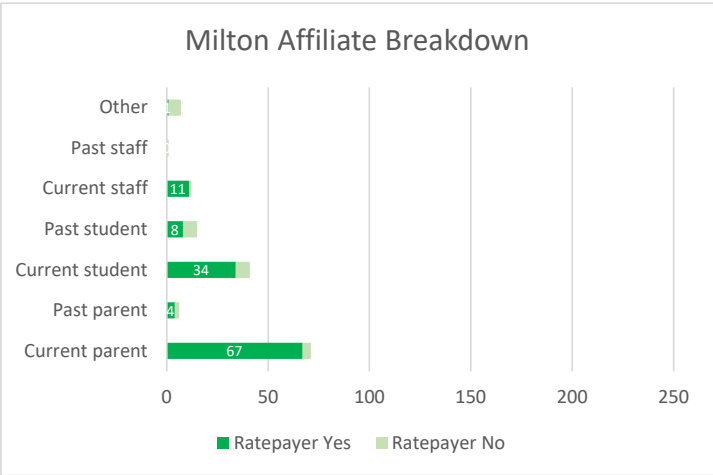
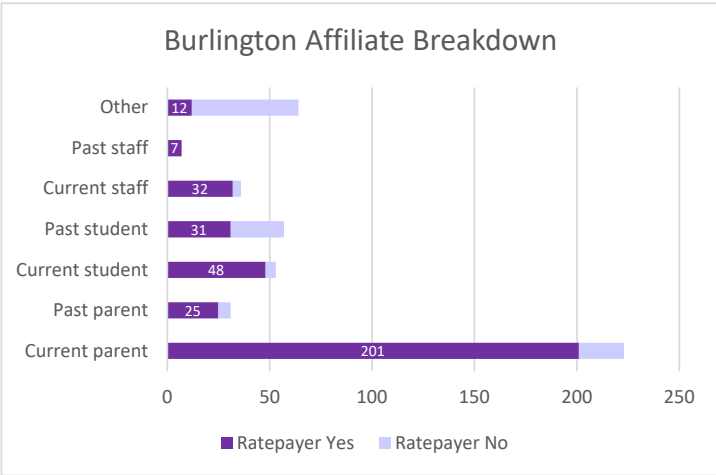
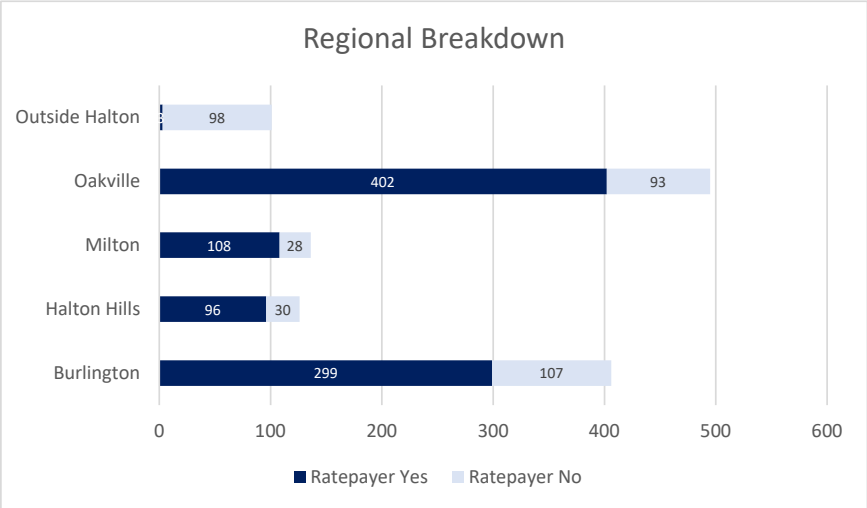
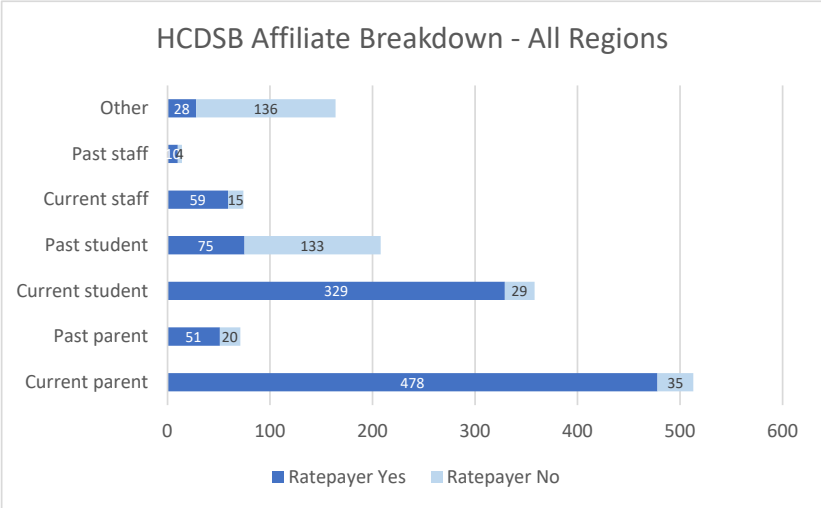
AA	Andra Capannelli	Blanchard	Caterina Apa
Aaron Boyd	Andrea Avellaneda	Bledar Juniku	Catharine Murphy
Aaron Gomez	Andrea Charron	Bora Park	Catherine Kaino
Aaron Minocha	Andrea Moth	Braeden Carroll	Cathrine Anne Carlson
Aaron Pereira	Andrea Oattes	Brandon	Cathryn Spurdens
Abby Hamilton	Andrea Ricci	Brenda Agnew	Cathy Maher
AD	Andrea Vilorio	Brendan Cullen	Cecily Restivo
AD	Andrea Williams	Brent Spivak	Celine de Souza
Adam Hart	Andres Masmela	Brian Holland	Cesarina Primi
adam kubacki	Andrew Nolan	Brian Hubley	charlotte bloor
Adam Ross	Angela Jacobs	Brian Neglia	Charlotte Ramsahoye
Addie Babulal	Angela Pereira	Brianna DeVos	Charmaine Knez
Addison Nellis	Angela Smith	Brianna Dortona	Cheri Barnett
Addyson Doggett	anissa kotecha	Brianna Smead	Cheryl Vallender
Adriana	Anita Carlyle	Brianna Viola	Chloe Nasralla
Adriana Izquierdo	Anita Dumanski	Bridget Williams	Chloe Robinet
Ainsley Chisholm	Anita Hoorntje	Brigit Grahovac	Chris Cullen
Aizah Ahmed	Anna Gora	Brigitte Hughes	Chris dsouza
AK	Anna M	Brooke	Chris gloyn
Al Gregoire	Anna-Marie Plessl	Brooke Anton	Christa Hogan
Alesandra Ishak	Anne	Brooklyn	Christina Blais
Alessia Fathollahzadeh	Anne (McNamara) Kinley	Brooklyn Paret	Christina DeClerico
Alessia Fina	Anne Marie Froud	Bruna Sanches	Christina Joseph
Alessia Marcantonio Saad	Anne Marie Pavlov	Bryan dunlop	Christina Litz
Alex M	Anne Ritchie	Bryan O'Keane	Christina P
Alexa Maxwell	Anne Vickers	Brynne Rose Degenhardt	Christina Romano
Alexa Peterson	Anne-Marie Doherty	C Novakovic	Christina Settini
Alexa Romat	Annette Corneil	C.Mainville	Christina Sinopoli
Alexander James Horoyksi	Anissa Kelly	C.R	Christina Taptellis
Alexandra Power	Annmari Moss	Cadence D'Souza	Christina van Wandelen
Alexandra Raposo	Anonymus	Cailynn Corbett	Christina Zingone
Alexandria Grimley-Pannozzo	Anthony Nosella	Caitie Mercer	Christine
Alexandria Lacey	Antonella Fong	Caitlin Beharry	Christine Ballard
Alexia Rolle	Aria Wilson	Cameron Smith	Christine cho
Alexis Chiasson	Ariana Serra Bonifaz	Camila Ruskiewicz	Christine Da Costa
Alexis Cole	Arianna Chua	Camille Bardwell	Christine Karczmarczyk
Alexis Ewaschuk	Arjun Dhanjal	Camryn	Christine Kluczynski
Alexis smitko	Arlette edmunds - proudly.	Camrynne Sperandei	Christine Kuokee'
Alia	Arlyn Newbery	Candace Atherton	Christine McCloskey-Bruno
Alicia Myers	Ashleigh Wint	Candice Michelle	Christine McLaughlin
Alison McNeill	Ashley Bachrynowski	Cara Mazzocato	Christine Morgan
Aliya Hack	Ashley Endicott	Carina Cerninara	Ciara
Allan Hayes	Ashley Oyewole	Carina D'Souza	Ciara Knightly
Allison Kolch	Ashley Pallotta	Carissa Barakat	Ciaryn
Allison Morris	Ashley Worobec	Carissa Robinson	Cindy DiBattista
Ally Cooper	Ashlyn De castro	Carla Horsy	Cindy Ogden
Ally MacDonald	Asia McDonald	Carla Salas	Cindy Steed
Alyssa Burkus	Athena Rasile	Carlina DiMaio Blais	Cindy Thomas
Alyssa Richards	ATL	Carlo Mendoza	Claire Alderman
Amanda Charlebois	Aubrey-Ann Watkins	Carlos Valenca	Claire McDonald
Amanda Kreamer	Audrey Cullen	Carol Izzio	Claire McDonald
Amanda Smith	ava clayford	Carolann Hughes	Claire Raspberry
Amanda Whaling	Ava Comella	Carolann Malenfant	Claire Slaven
Amber	Ava Taborda	Carole Moss	Clarissa Pettinaro
Amber B.	Avery Organ	Carole Sass	Claudia Medina
Amber Wright	Barry McDonald	Caroline Muileboom	Colette Young
Amy	Bernadette King	Caroline Reilly	Colin Skelton
Amy Johnson	Beth FitzGerald	Carolyn Accadia	Connor
Amy Rupchand	Beth Robertson	Carolyn Coates	Conny Huggins
Ana	Beth Sommer	Carolyn Hotchkiss	Corradina Cammisuli
Ana Calderon	Beverly	Carolyn Lessard	Courtney Wardrop
AnaMarie Atkinson	Bianca Silva	Carolyn Merchant	Cr
anastazja suski	Bilaal Saeed	Carolynn Perkins	Craig Smith
Andjelina Obad	Billy	Carson Villaluz	Curtis Borak
Andra	Blake Mercer	Cassandra Watson	Dakota D'Souza

Damian Puranda	Erin McCombe	Isabella Colmenares	Jessica Maciel
Dan Martis	Erin Misiak	Isabelle Cresencia	Jessica Matrundola
Dana Corsen	Erin Nolan	isabelle fazio	Jill Shaughnessy
Dana McEntee	Erin Tomaszewski	Isabelle Schade Lyons	Jillian Duncan
Dana McGowan	Erin Whaling	Iswah Sabahat	Joan Spurdens
Dana Smith	Ethan	J. Borrelli	Joanne Walsh
Daniel Adams	Evelyn Bronson	J. Cullen	Jocelyn Pereira
Daniel Nunes	Ewa Kalitowski	Jack Benjamin	Jodie B
Daniela Araque	Fabiana Arteta	Jack Kukolic	Jodie L. Schnurr
daniela garcia caravelli	Faiq Farooq	Jack Sephton	Joe Dos Anjos
Daniella Antowan	Faith Mangotich	Jackie Maclean	Joel Russell
Danielle Breckenridge	Faiz Jan	Jackson Thorup	John Miles
Danielle Della-Spina	Faye Ross	Jacob Soley	Jordan Hudson
Danielle Pomeroy	Felicity King	Jacqueline	Jordana Pacheco
Dave Sephton	Felipe Marambio	Jacqueline Angileri	Jorge I. Salas
David	Fiona O'Hanlon	Jade Beaudry	Josephine Omoseni
David Harvey	Fiona Sabourin	James	Josh Duijvestein
David Johnson	Fran Mancini	Jamie	Josh Hunter
Davin Caratao	Frana Barry	Jamie Lee	Jova Rapuano
Dawson	Francesca Basile	Jamie Mitchell	Joyce
Debbie Correia-de Paula	Francesca Flood	Jane Fox	Joyce Cameron
Debbie Heuchert	Frank Cirinna	Janice Nikolaus	Jsckie
Debbie Redmond	Fred Snelling	Jasmine Kortekaas	Judie Kavanagh
Deborah Matteazzi	Gabriela Maric	Jasmine L	Judy Hobson
Deborah Miles	Gabriella Beres	Jasmine Pereira	julia
Debra Pride	Gabrielle Pohl	Jason Ducen	Julia de Ruiter
Deirdre Madden	GAIL Rouse	Jason Matulic	Julia L
Denisse K.	Gella Cruz	Jason Speers	Julia Linhares
Derrick Glaab	Gennile Thomas	Jason Stahl	Julia Loncke
Diana	George S.	Jason Stajan	Julia Lupton
Diana Sanita-Vitorino	Gigi	Jay	julia macko
Diana Saturno	Gillian Burman	Jaylen Cabra	Julia O'Rourke
Diane	Gillian Caron	Jaymie Dorsman	Julia Piane
Dianna Wason	Gina C	JD	Julia Puranda
Dillon Bernier	Giselle Nguyen	Jeanette White	Juliana M
Dino Nosella	Giselle Stevens	jeanna stajan	Julie
Don Adams	Giulia Casti	Jeff Thorup	Julie Cole
Donna Organ	Giulia Nosella	Jeff Whaley	Julie Ellis
Dorota Roberts	Grace Boksa	Jeffrey Peden	Julie Freeman
Drew Christie	Grahame Soley	Jen Pires	Julie Melo
Drew Todd	Greta Pacevicius	Jen Simoes	Julie Wilson
Dustin Leitch	H.A.	Jenn Machaj	Justin Buckley
Dylex Suan	hailey reese	Jenn McDonald	Justin medeiros
E Westlake	hanna aown	Jenn Poirier	JW Russell
Elaine Smith	hannah	Jenna Lausic	Kadin Riley
Elena Matas	Hannah Chant	Jennene Robinson	Kailey Kelly
Eli Lo Re	Hannah Schelfhaut	Jennifer Bentley	Kaitlyn Damaso
Elissa Keenleyside	Hannah Wong-Duerden	Jennifer Black	Kaitlyn Turnbull
Elizabeth	Harrison Keast	Jennifer Comerford	Kaleb Thorup
Elizabeth Kidd	Hayley Rostohar	Jennifer Corcoran	Kara Alanna Herbeson
Ellie	HE	Jennifer Cullen	kara.h
Emilie Todaro	Heather Albertson	Jennifer de ruiter	Karen Siu
Emily	Heather Chisholm	Jennifer Doyle	Karen Soley
Emily Gillon	Heather Gray	Jennifer Healey	Karis O'Neill
Emily Grade Hamel	Heather Kosterman	Jennifer Jones	Karlee Pagliacci
Emily Jasiewicz	Heather Kuzyk	Jennifer L	Karol De Stefano
Emily McDonald	Heather Seyler	Jennifer Mayhew	Kasia PD
Emily Organ	Heather Sutherland	Jennifer Mitchell	Kate Baker
Emily Runions	Heidi K	Jennifer Omana	Kate Craig
Emily Tavares	Hilary Rivett	Jennifer Smith	Kate Croome
Emily West	Holly Comella	Jennifer Smith	Kate Dutton
Emma Butler	holly koerber	Jennifer Soares	Kate Maiti
Emma G	Holly Smith	Jennifer Squires	Kate Palermo
Emma McCallum	I AGREE 100%	Jennifer Wright	Katerina Wu
Emma Sephton	Ian McCombe	Jenny McGregor	Katey Knott
Emma Whalen	Ida McGinnis	Jermaine Alas	Katherine
Eric Mancini	Ingrid L	Jess	Katherine Lourenco
Erica Lowthers	Ipek SANAL	Jessica Bosnjak	Kathleen
Erika Ford	Irina Demian	Jessica Caceres	Kathleen Corbett
Erika Neghina	Isaac Hayes	Jessica Contini	kathryn engel
Erin	Isabel Courtney	Jessica Kramer	Kathryn Robertson
Erin Hahnfeld	Isabel R	Jessica Macias	Kathryn Warner

Kathy P	Lauren	Madeline Eccles	Melissa Comstock
Kathy Riley	lauren	Madison Anton	Melissa Fielding
Katie Stone	Lauren Harrison	Maggie Lillicrop	Melissa V
Kato Lefebvre	Lauren Henderson	Maisie Gorial	Melissa Whalen
Katriel A	Lauren Luciano	Maiya	Melissa Zambrano
Katy Kelly	Lauren mason	Malcolm & Lindsay Robertson	Meredith D
Kayla Gomes	Lauren Mielcarek	Maliya Coronado	Meredyth Glavota
Keely Coles	Lauren Tracey	Marc Cloutier	mia
Keira Killingsworth	Lauren Wallis	Marcela Valenca	Mia Reynolds
Kelley Robert	Lauren Whaley	Marci Anderson	mia roberts
Kelly	Lauren Wilkinson	Marcie Lamb	Michael Donovan
Kelly Olivierre	Lauri Reesor	Margaret	Michael King
Kelly Stahl	Lauri Van Buskirk	Maria D'Souza	Michael Lasam
Ken Flynn	Laurie DeFilippis	Maria Habash	Michael Wolfsgruber
Kerri Silva	Laurie Waterman	Maria Nosella	Michaela Coleman
Kerry Luciano	LD	Maria O'Mahony	Michaela flood
Kevin Paul Reid-Morris	Leah Cheong	Mariana Dias	Michaila Depass
Kevjn Wright	Leah Greaves	Mariana Izabella Seabra	Michela Bodnar
Kiera dalle vedove	Leah Rothfeld	Mendes	Michelle Davis
Kim Abraham	Leah Thorup	Mariana Pardo	Michelle Hotchkiss
Kim Hammond	Lee-Ann O'Neill	Marianne Internicola	Michelle Jones
Kim Rogers	Leela Eskit	Marianne Llerena	Michelle Toffey
Kim Ruddick	Leslie Gray	Mark Anderson	Michelle Zuzarte
Kim Sas	Liam Skelton	Mark Buttons	MichelleBonk
Kimberly Hunter	Lianna Harrington	Mark Doherty	Mikayla Mifsud
Kimberly Murdoch	Liezil RS	Mark Isabella	Mikayla Wall
Kimberly Ramsahoye	Lily Kelner	Mark Mielcarek	mikayla young
Kimberly Sziraky	Linda Marabeti Romano	Mark Muirhead	Mike Lupo
Kimberly Wells	Lindsay Jacobs-Scott	Mark Wood	Mike Skorupski
Kingston Puranda	Lindsay Mains	Marlyn Katerenchuk	Mike Smitko
Kirsten Kelly	Lindsay van ruyven	Mars Malixi Alberga	Mimi
Kirsti Duarte	Lindsay Wall	Marta	Mina Rezk
Kirsty Muileboom	Lindsey gent	Mary Alaimo	MK
KM	Lisa Bartello	Mary Cooper	ML Healey
Krista Kay	Lisa Bombardieri	Mary Ellen Chown	Monica Mayhew
Kristen Boyd	Lisa Colaiacovo	Mary Jo Wheeler-Ali	Monika Phillippe
Kristen Duncan	Lisa Commisso	Mary Kolitsopoulos	Morgan
Kristen M	Lisa Crosby Perfect	Mary Williams	Mrs Jones
Kristin Hayes	Lisa Elliott	MaryLynn Bullock	Mya Seaton
Kristin M	Lisa Hotchkiss	Mason Malixi Alberga	Myles Luke
Kristina Beeby Curtis	Lisa Okihiro	Matt	N
Kristina Rollins	Lisa Osipenko	Matt Organ	Nadia Cabrera-Griffin
Kristina Whitford	Lisa Paulo-Alberto	Matthew Baillie	Nancy Guzzo
Kristy Dickinson	Lisa Tarantino	Matthew Palynchuk	Nancy Ramsperger
Krystal London	Lizanne Pharand	Matthew Retera-Robinson	Natalie D
Krzysztof Sokolowski	LKF	Maureen Galivan	Natalie Mazzarelli
KTM	Logan Roettger	Max Comella	Natalie Mininch
Kyle and Erin Hume	Lori salisbury	Maya Alberga	Natalie Thompson
Kyle Farranto	Lorraine Ewart	Maya Carriere	Natasha Brooks
Kyle Serdan	Louisa	Maya Crews	Natasha D
Kyler McEntee	Louise Harding	Meaghan Lugsdin	Natasha Dobbyn
Kylie Laretei	Lucas Worobec	Meaghan O'Brien	Nathalie Penz
Kyungho Jung	Luiz Gustavo de Oliveira	Meena	Nathan
L.H	Mendes	Meena Kuchimanchi	Nathan Sammit
Laarni Tansingco	Luke Lillicrop	Meg van Asseldonk	Neal Skelton
Laura Collier	Lyndsey Pritchard	Megan Brosseau	Neil MacDonald
Laura Crowther	Lynn Lareau	Megan Day	Nic IPenlericl
Laura Davila	Lynn McPherson	Megan Duggan	Nicholas Ballard
Laura Davis	Lynn Tollis	Megan Goodman	Nicholas Hajjar
Laura Glaab	Lynne Pollard	Megan Miller	Nicole Fraser
Laura Kaprielian	Lysandre Tansingco	Megan Ramsey	Nicole Hotchkiss
Laura Keating	M Hepburn	Megan W	Nicole Pyman
Laura Lewandowski	M Sutton	Meghan Nunes	Nicole Richard
Laura Muir	M. Garvey	Meghan Pask	nikki mrozowska
Laura O'Connor	M. Metcalfe	Mel Heggie	Nina Rataux
Laura Pasqualino	M. Rideout	Melanie	Noah Caunce
Laura Skelton	M.A.	Melanie Bradley	Noah Marley
Laura Valvasori	Mackenzie Paule	Melanie Groves	Nora Cullen
Laural Adams	Mackenzie Widdup	Melanie Tremills	Norman Froud
Laureen Hardman	Maddie Heggie	Melina Spyropoulos	Oceana Domin
Laurel D	Madeleine Lambert	Melisa Carruthers	Olivia Scarcelli
Lauren	Madeline	Melissa	Olivia Theodoratos

Orlando Cisnero	Sadie Butcher	Stephanie Morris	Zac Shnuriwsky
Owen	Saira Ahmed	Steve Fidler	Zam
Owen B	Salvador Villaluz	Sue	Zoe Fung
Owen Chisholm	Sam. Vallender	Sue F	Zoe Gingrich
Owen Toner	Samantha D'Angelo	Sue Mancini	Zorica Letvenchuk
p.k	Samantha Maxwell	Summer Juniku	Zuzana Michalkova
P.K.	Samantha Rouse	Susan	Plus 209 Anonymous signatures
Paige McCarthy	Sandra Raposo	Susan A	
Paige Richardson	Saoirse Hargadon	Susan Bernardo	
Pat McCauley	Sara	Susan Dwyer	
Patricia Hamel	Sara Arsenault	Susan McDonald	
Patricia Mironchuk	Sara ash	Susan McLachlan	
Patricia murray	Sara Guerrero	Susanne Rodgerd	
Patrick Byrne	Sara Park	Susie Jelinek	
patrick noonan	Sara Quinn	Suzette Arruda	
Patrina Feldano	Sarah Andrews	Sydney Eichenberg	
Patrizia Lovelock	Sarah Armstrong	T. Mossa	
Paul Charron	Sarah Barros	Tabitha Riccio	
Paul Lesperance	Sarah Christopher	Talia Fallico	
Paul Szufranowicz	Sarah Dexter	Tamara Cundell	
Paula Lam	Sarah Dickson	Tami Aube	
Pauleena pindera	Sarah H	Tanya Brown	
Philip Joseph Rex Herbeson	Sarah Hall	Tanya Davidson	
Phillis Ong'ete	Sarah Henshaw	Tanya Fisher	
Phong Phi Hoan Tran Trinh	Sarah Hussain	Tanya Maduri De Sousa	
Piper	Sarah Jonker	Tanya Mann	
Piper-Bronte Miller-Bush	Sarah M	Tanya Pereira	
Please don't fly the pride flag	Sarah Malenfant Byrne	Tara Farranto	
FLY THE CANADIAN FLAG	Sarah McGrath	Tara Herbst	
Priscilla Capellan	Sarah Merriam	Tara I	
Quinn Chisholm	Sarah Rouse	Tara Mulder	
R Wenninger	Sarah S.	Tasha Sneyd	
Rach	Sarina Sarraf	Taylor Farranto	
Rachel M	Savannah	Taylor PD	
Rachel Shaw	Scott Curran	Tehya Fleming	
Rae-Anne Kuyper	Sean Griffin	Teresa Flint	
Raj Nimako	Sebastien Comella	Tessa Glaab	
Raquel	Selena Jones	Theresa Holler	
Raquel Fiaes	Serina Bowles	Theresa Jane Carlson	
Rebecca Bramley	SF	Theresa King	
Rebecca Duggan	Shane Fester	Thomas Carlson	
Rebecca Pace	Shane Phillippe	Tia Sarria	
Rebecca sampson	Shannon Henderson	Tim Collin	
Rebecca Valentine	Shannon Leone	Tim McKinnon	
Renée Ribeiro	Shannon Little	Tina	
Richard Ballard	Shannon Paret	tina	
Richard Bellemare	Shannon wing	Tina Jeffers	
Riley McKinnon	Sheelah Griffith	Tonya Davis	
Rina Leitch	Sheila DeSousa	Toria Stephens	
Rita Crompton	Shelby De Oliveira	Tracey Dos anjos	
Rob Farranto	Shelley Jonker	Tracy Schlachta	
Rob Malvern	Shelley Spivak	Tracy Styles	
Rob Turnbull	Shirley-Anne Cooper-Maimot	Tricia Langenberg-Kealy	
Roberto Rupchand	Sienna Hollett	Troy Morneau	
Robyn Bolt	Sierra Cole	Valerie Francescutti	
Robyn sullivan	Siobhan Blake	Vanessa Barnet	
Robyn Voin	Siobhan Juniku	Vanessa Policelli	
Roch Lessard	Somer McNally	Vanessa Robson	
Romina Vega Bravo	Sonali Peterson	Vanessa Sales	
Rory Banfalvi	Sonnet	Vera Lau	
Rosa Maria Noelke	Sophie Preisig	Veronica Pereira	
Rose Donegan	Spencer King	Vicki Turnbull	
Rosie Bkila	Sree Bandi	Victor	
Ruby Abraham	Stacey Vlasic Dewsnap	Victoria Zeppieri	
Rumiko Sokolowski	Stefani Linse	Vivien Byrne	
Russ de Souza	Stefania Cloutier	wayde	
Ryan Davison	Steph Kaech	Wendy McNamara	
Ryan Day	Stephanie Carreiro	Whitney Hurley	
S.L.Webb	Stephanie Dunnill	Will	
Sabrina	Stephanie Johnson	Willow Puranda	
Sabrina Thiffault	Stephanie Kontos	Wynne James	
Sabrina Viloria	Stephanie Moffatt Hincks	Yerin Kim	

Total Responses:  
1264





May 7, 2021

Dear Chair Murphy and HCDSB Trustees,

**WHERE WE STAND:** The Queen of Heaven iDARE (Inclusion, Diversity, Anti-Racism and Equity) Parent and Student Committees and our Queen of Heaven School Administrators stand **in solidarity with our 2SLGBTQ+ students**, staff and supportive families and friends.

**OUR FORMAL REQUEST:** We acknowledge what has been accomplished in the last few weeks, such that we recognize the Board has taken some important steps forward in celebrating Pride month this year in ways it has not done in the past. In addition, we request that the Halton Catholic District School Board ("the Board) Trustees, **retable and pass the motion that HCDSB schools be allowed to fly the Pride flag during the month of June.** We also request that the Board provide a timely response to this letter in accordance with Section 21 of O. Reg. 612/00, and that this letter be included in the correspondence section of the Board's package for the next scheduled board meeting.

**OUR ONGOING COMMITMENT TO OUR STUDENTS:** At Queen of Heaven, we are committed to **nurturing a safe, welcoming, and inclusive learning environment** for all of our students – regardless of their race, gender identity, gender expression, disability, sex, sexual orientation, creed, or age. The Queen of Heaven iDARE Parent and Student Committees work diligently to ensure that all students not only equally feel welcome, but that they also see themselves reflected in the culture and fabric of the school through education and awareness initiatives and activities.

**OUR CATHOLIC DUTY:** As a Catholic community, we are held to the **highest standard of care for others**, the standard written into the Word of God through His most beloved Son Jesus who showed us the way to be in service to others, and then gave his life for all mankind on the cross – the ultimate sacrifice that ushered in His most Holy Grace. He showed us the way to demonstrate Agape love for one another without judgement, without reserve, and without discrimination.

**OUR CHRISTIAN ANCHOR:** At Queen of Heaven we honour the Word of God in Spirit and in Truth, we hold fast to the confirmation in the Word that we are ALL created in the image and likeness of God, and by extension, are called by God to honour the dignity in each person by treating one another with **care, compassion** and **respect**. And we are called to love our neighbour as ourselves. The following HCDSB value statement aligns with this belief:





**The Importance of Contributing to Our Communities** and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.

**OUR OBEDIENCE TO GOD:** At Queen of Heaven we rise to God's calling every day because we understand that **His Word, our scriptural standard**, remains the same yesterday today and tomorrow. It is the very essence and source of that Grace that God extends to us every day as he allows us to exercise our free will in our individual lives and loves and accepts us as we are.

**OUR CHRISTIAN LEGACY:** As leaders in Christ, **we lead by example, putting the Word of God into action**, knowing that we are called to be role models of Jesus' behaviour to the downtrodden and the rejected, and that by our actions they will know us, and there is a responsibility in this to teach others Jesus's way, knowing with utmost certainty that at the end of the day we served not our own needs, but that of the Body of Christ, and can stand the test of accountability when the time comes.

**We only ask that as appointed Board leaders, you make the choice to do the same.**  
**Retable and pass the motion to allow HCDSB schools to fly the Pride Flag during the month of June.**

With utmost respect,

\_\_\_\_\_  
Bonnie Wiltshire  
Chair, Queen of Heaven iDARE Committee

\_\_\_\_\_  
Gabriella Ball  
Co-Chair, Queen of Heaven Parent iDARE Committee

\_\_\_\_\_  
Michelle Terra-Allen, Lead, iDARE Student Committee

\_\_\_\_\_  
Christopher Edwards, Teacher Lead, iDARE Student Committee

**Cc: Director Daly, all trustees, student trustees and our school Administrators**



**From:** Janelle DelBove

**Sent:** May 4, 2021 10:51 PM

**To:** Murphy, Patrick <MurphyP@hcdsb.org>; McCarles, Gord <McCarlesG@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>

**Cc:** Duarte, Marvin <DuarteM@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; O'Hearn-Czarnota, Janet <O'Hearn-CzarnotaJ@hcdsb.org>; Gubert, Nicholas <GubertN@hcdsb.org>; Kelly, Kirsten <KellyK@hcdsb.org>; Roshdy, Joseph <RoshdyJ@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>

**Subject:** [<EXTERNAL>] RE: St. Christopher School Council Recommendation Re Flying the Pride Flag During June

To Chair Murphy, Director Daly, and Principal McCarles:

As you know, at the April 26th, 2021 Special Board Meeting, Trustee Agnew's motion re Supporting Our Diverse School Community was amended to delete the requirement that all schools fly the Pride flag during the month of June. At the same time, however, Trustee O'Brien's proposed amendment to the motion to require that schools only fly the Canadian flag failed for lack of a seconder. Accordingly, there is no Board motion directing whether individual schools may or may not choose to fly the Pride flag.

At our most recent school council meeting on May 4, 2021, the St. Christopher School Council discussed the events of the April 26th, 2021 Special Board Meeting. As a result of our discussion, council unanimously passed the following motion:

**Moved by Josh Hunter, seconded by Tara Petch, that St. Christopher's School Council recommend to the principal of St. Christopher's and the Board that St. Christopher's show its support for the 2SLGBTQ+ community in the manner that this community has requested by flying the Pride flag outside St. Christopher's during the month of June.**

Accordingly, I am writing to convey the council's recommendation to you. As you know, Section 21 of O.Reg. 612/00 requires the Board to consider each recommendation made to it by one of its school's councils

and advise the council of the action taken in response to the recommendation.

We look forward to your response indicating the action taken in response to our recommendation.

We also ask that this letter be included in the correspondence section of the board package for the next scheduled board meeting.

Sincerely,

Janelle DelBove

St. Christopher School Council Chair

**From:** Kathy Ceroni

**Sent:** May 14, 2021 10:47 AM

**To:** DiPietro, Rosie <DiPietroR@hcdsb.org>; Murphy, Patrick <MurphyP@hcdsb.org>

**Cc:** DiPietro, Rosie <DiPietroR@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; O'Hearn-Czarnota, Janet <O'Hearn-CzarnotaJ@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>

**Subject:** [<EXTERNAL>] De-Streaming of Grade 9 AP Preparation math

Dear Mr. Daly and Mr. Murphy,

I am writing as a concerned parent of a student within the HCDSB community who will be entering Grade 9 at Assumption Catholic Secondary School ("Assumption") this September. Our daughter is a very bright, motivated and high achieving student and has registered for 4 Grade 9 Advanced Placement ("AP") Preparation courses, including Grade 9 AP Preparation math.

We received an email from Assumption Catholic Secondary School Administration on April 30, 2021 regarding the HCDSB decision to de-stream ALL grade 9 mathematics courses (including AP Preparation). We were incredibly surprised and dismayed to subsequently learn that this decision was not, in fact, mandated by the Ministry of Education, but rather, is a HCDSB decision.

The current Ontario Ministry of Education mandate is to de-stream the Applied and Academic courses only. The AP (including AP Preparation) and International Baccalaureate ("IB") are optional/specialty programs offered within the HCDSB (as they are within other school boards) and only open to successful applicants. We understand that the Ministry of Education has acknowledged the autonomy of local school boards to make decisions as to whether to continue to offer these specialized programmes for mathematics in Grade 9. I have also been advised that, as of today's date, the Peel, Dufferin Peel (Catholic) and York Catholic are continuing to offer Grade 9 AP Preparation math independent of the de-streamed Academic and Applied Grade 9 math programme.

Our daughter has been working several grade levels above in math for many years (having come from a Montessori background). The opportunity for academic challenges within her current classroom has been limited and as a result, she is very excited at the opportunity to continue to push herself in the various Grade 9 AP Preparation courses offered at Assumption and in which she is enrolled. The current decision to eliminate Grade 9 AP Preparation math is both confusing and incredibly disappointing.

Respectfully, the suggestion, as communicated by Assumption Administration in its April 30<sup>th</sup> email, that students enrolled in Grade 9 AP Preparation Mathematics will have an "opportunity for curriculum extensions within their diversified instruction, de-streamed mathematics classroom", is both misleading and unachievable. Teachers are stretched thin at the best of times and lack both time and resources to give appropriate attention to both ends of the academic spectrum within their classrooms. It is without question that the highest achieving students will not receive the same breadth or depth of instruction as they would have within their specialized AP Preparation classroom. The whole purpose of the specialized classroom is to meet the specific needs of this group of students. Similarly, I would anticipate that the needs of children requiring extra support will not be adequately met. The challenges of such an academically diverse classroom are even more apparent within the quadmester system, which, as I understand, may be a very real possibility for the 2021-2022 academic year.

While I understand the principal goal of de-streaming Grade 9 math programmes in Ontario is to help more students reach their full potential, including access to a university pathway, the Ministry's mandate is to eliminate the Applied and Academic pathways so that Grade 9 students aren't "forced" into a college pathway, or perhaps even a non-post-secondary pathway at such a young age. The Ministry's mandate is not to eliminate specialized programming.

The decision of the HCDSB to de-stream the Grade 9 AP Preparation (and, I understand, Grade 9 IB) math programming is, in my opinion, lacking in thoughtful consideration. It fails to take into account the needs of ALL students and is unnecessary within the Ministry mandate/directive. The HCDSB can still achieve de-streaming goals without negatively affecting the specialized pre-AP and IB programmes.

As noted above, both the Grade 9 AP Preparation and IB subjects are optional/specialized programming to which students must apply and receive acceptance. Allowing Grade 9 AP Preparation (and IB) courses to co-exist with a de-streamed Academic/Applied Grade 9 mathematics classroom **neither interferes with nor conflicts** with the primary goals of the Ministry of Education regarding math de-streaming. Both the Grade 9 AP Preparation and IB programs provide an opportunity for those students who are ready for additional challenge, to push themselves at greater pace and depth. Allowing Grade 9 AP Preparation and IB math programmes to continue is an essential tool in helping motivated, academically advanced students to continue their personal growth and development. The de-streaming of both Grade 9 AP Preparation (and IB) math serves no purpose other than to hold back students who are ready for additional and advanced challenges. Eliminating opportunities and failing to fully meet the needs of high achieving students is a failure of the system.

I respectfully request that the HCDSB reconsider this decision.

I also respectfully request that this email be included as a correspondence in the May 18, 2021 regular HCDSB meeting package.

Regards,  
Kathryn Ceroni

**From:** lidia silvestri

**Sent:** May 13, 2021 7:15 PM

**To:** Murphy, Patrick <MurphyP@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>

**Cc:** deroasp@hcdsb.org; Guzzo, Nancy <GuzzoN@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; Agnew, Brenda <AgnewB@hcdsb.org>; O'Hearn-Czarnota, Janet <O'Hearn-CzarnotaJ@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>

**Subject:** [<EXTERNAL>] Correspondence to be included in May 18 Board meeting re: grade 9 pre AP math destreaming

**Importance:** High

To Director Daly and Trustees:

I would ask that the following letter be included as correspondence at the regular board meeting on May 18, 2021.

I am writing this to state my opposition in the HCDSB's choice to eliminate pre AP grade 9 math when it was NOT mandated by the Ministry of Education.

I have two children identified as Gifted in the HCDSB. One is currently in Grade 8 in the self-contained Gifted placement at Canadian Martyrs and the second is a Grade 11 student taking AP at Assumption.

The HCDSB website says the following of pre AP: "Students who are high achievers (level 4) in the core subject areas can enrol in the pre AP programme. Pre AP is an advanced series of courses designed to be a rigorous preparation for the AP courses in grade 12". It also describes the AP programme as a way for students to "study topics in a greater depth, providing an opportunity for enhanced learning."

For students who are identified as Gifted, they have the option of Gifted Class Placement at the elementary level (grades 5-8). There is no such placement in Secondary. The options that are presented to them at the time of transition are Regular classroom (ie. Academic), AP or IB. I have been told NUMEROUS times that AP is NOT a GIFTED program, yet this is one of the options that is REPEATEDLY presented to the Grade 8 students in Gifted classes in our board as an enrichment for Gifted programming in Secondary. In fact, it seems to be the only option that provides any kind of meaningful enrichment for these students.

Gifted students who choose self-contained placement at elementary level do so because they have a need to be engaged in a collaborative learning environment with like minded peers. While these needs continue to remain the same, these students have to face a big transition and challenge of returning to the regular classroom in high school. Without AP, the drastic change for these Gifted students going from 4 years in a Gifted classroom where they are being taught at a very fast pace with like minded individuals to a de-streamed Grade 9 math is destructive to their learning and education, and can pose very adverse effects not only on their academic success but also their overall well-being in High School .

The purpose of destreaming is to give more students access to a university pathway. Pre AP and AP students already have this pathway accessible to them. There is a very REAL risk of these students becoming disengaged in a destreamed class which may be very difficult to recover from. Students have suffered greatly through this pandemic. Eliminating Pre AP Math in Grade 9 will take away a chance for them to be engaged again. HCDSB's choice to lump Pre-AP Math in the de-streaming initiative does not increase the academic or applied students' access to the University pathway, and it hurts the highly motivated and able students. Therefore, Pre-AP Grade 9 Math must continue to be offered.

By taking away Grade 9 Pre AP Math, you are taking away a learning opportunity from Gifted students as well as other high achieving and highly motivated students - an opportunity to learn at a faster pace and at a greater depth, for 25% of their high school math experience.

Sincerely,

Lidia Silvestri

**From:** Maria Lourenco [REDACTED]  
**Sent:** May 14, 2021 5:33 PM  
**To:** Daly, Patrick <DalyP@hcdsb.org>; Murphy, Patrick <MurphyP@hcdsb.org>  
**Cc:** Agnew, Brenda <AgnewB@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; ohearn-czarnotaj@hcdsb.org; DiPietro, Rosie <DiPietroR@hcdsb.org>; Balogh, Stephany <BaloghS@hcdsb.org>; Jessica Lim [REDACTED]  
[REDACTED]; Deirdre Woo [REDACTED]  
**Subject:** [<EXTERNAL>] May 11th Policy Committee Meeting comments

Director Daly,

I am writing to express my extreme disappointment at comments made at the May 11th Policy Committee meeting. They may have been subtle, but some of us heard them loud and clear.

Trustees had asked about the number of gifted students in secondary and were told there were 230 or so, I don't remember the exact number. Trustees were commenting that they were surprised at the number and that that was a large number of students. You made a point of sharing that there were over 13,000 secondary students in our board. Why did you feel the need to point that out? I can only assume you were trying to minimize the significance of our gifted population. Why would you do that? Would you ever even consider minimizing the importance of any other group of students in our board? Special needs or otherwise?

I consider myself a respectful and open minded person, always ready to learn. We may disagree about the needs of gifted students and how they are best served, but at a minimum I expect there to be respectful discussions, and not have these students so easily dismissed. Sadly this is not the first time I have experienced this at this board. Is it too much to hope that it will be the last?

While I strive to be respectful, I will never stop advocating for gifted students. As the parent of at least one, I have a lived experience that nobody can deny. I feel a sense of obligation to help those coming after me, so that maybe they might have a better experience than our family did. If we are not here to help the students currently enrolled in this board, and those still to come, why are any of us in our respective roles?

The latest data shared with SEAC is from October 2019, so unfortunately it is a little outdated. However, it does show 238 gifted students in secondary, out of 2,148 students receiving "special education services" - that is, 11% of special education students. Boardwide, there were 448 gifted students in total, out of 4,479 students receiving "special education services"; a good 10%. Both in secondary and overall, gifted students are the third largest group of students with an identified exceptionality (not including multiple) in our board. I'm not sharing these numbers and data because I think it particularly matters. These students deserve to have their needs met and in fact, you have a mandate from the Ministry to do just that. But since you seemed to want to make an issue of it, and to minimize this group, I thought it was important to provide some perspective.

Recently I have heard comments from trustees that we have a responsibility to ensure that every single student in our system feels safe. That if even one student feels unsafe, that needs to be addressed. I'm wondering, is there that same level of commitment to ensure that over 400 gifted students are not

marginalized? Is their sense of belonging and inclusion important? What about having their academic needs met? I invite you and all trustees to consider this question, and hope that we can find a positive way forward, for the benefit of all of our students.

***Please publish this correspondence in the May 18th Board report.***

Sincerely,

Maria Lourenco

ABC Representative and Vice-Chair, HCDSB Special Education Advisory Committee  
Chair, Consortium for Ontario Gifted

## Summary of Identifications - October 2019 OnSIS Report

<b>2019-2020 Elementary</b>	<b>Special Education Class Placement</b>	<b>Regular Class Placement</b>	<b>Total</b>
Autism	0	198	198
Behavioural	2	285	287
Blind and Low Vision	0	6	6
Deaf and Hard of Hearing	0	46	46
Developmental Disability	17	21	38
Giftedness	122	88	210
Language Impairment	1	106	107
Learning Disability	3	329	332
Mild Intellectual Disability	16	23	39
Multiple Exceptionalities	42	344	386
No Exceptionality	0	645	645
Physical Disability	1	35	36
Speech Impairment	0	1	1
	<b>204</b>	<b>2127</b>	<b>2331</b>

<b>2019-2020 Secondary</b>	<b>Special Education Class Placement</b>	<b>Regular Class Placement</b>	<b>Total</b>
Autism	6	40	46
Behavioural	0	264	264
Blind and Low Vision	0	7	7
Deaf and Hard of Hearing	0	20	20
Developmental Disability	51	8	59
Giftedness	0	238	238
Language Impairment	0	31	31
Learning Disability	0	562	562
Mild Intellectual Disability	3	80	83
Multiple Exceptionalities	85	265	350
No Exceptionality	0	473	473
Physical Disability	1	13	14
Speech Impairment	0	1	1
	<b>146</b>	<b>2002</b>	<b>2148</b>

**From:** Maria Lourenco [REDACTED]  
**Sent:** May 14, 2021 4:47 PM  
**To:** Murphy, Patrick <MurphyP@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>  
**Cc:** Duarte, Marvin <DuarteM@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Swinden, Andrea <SwindenA@hcdsb.org>; info@ombudsman.on.ca; Alexandra Terrana [REDACTED]  
Agnew, Brenda <AgnewB@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; O'Hearn-Czarnota, Janet <O'Hearn-CzarnotaJ@hcdsb.org>  
**Subject:** [<EXTERNAL>] Ongoing Concerns with inconsistent Correspondence policies

Dear Chair Murphy,

This correspondence was originally drafted as a reply to your April 23rd response to me and for various reasons I decided not to send it at that time. However, I feel compelled to share these concerns now, in light of ongoing developments. First, I did appreciate your prompt reply to my e-mail of April 23rd and outlining your rationale regarding correspondence in the April 26th board report. Unfortunately, there are a number of problems with the explanation that was provided.

1. The explanation is not consistent with the explanation you provided me on March 2nd when you declined to publish correspondence I had submitted.
2. The explanation appears to be untrue, leading to serious concerns about the integrity of this board

On March 2nd you explained that my correspondence had been declined because it was received after the agenda package was posted, and that this year you had "committed to be consistent and **not add any correspondence after the agenda package is posted**". I can certainly understand offering prospective, declined delegates the alternative of submitting correspondence, but why then was the agenda not simply posted after the deadline given to delegates to submit their correspondence? There was not even a "Correspondence" agenda item in the originally posted board report. In addition, all of the meeting material was carried over from the April 20th meeting, so it was already public information. There was no rush to publish the agenda. Why not just publish it on Friday after 6:00 pm, after the prospective delegates submitted their correspondence? This would have also allowed you to be consistent, and follow your own stated rule of only publishing correspondence received before the report is posted.

You mention that you allowed the correspondence for the April 26th meeting because "the letters relate to the matter that will be deliberated", and "would otherwise not be relevant or germane to the discussion on May 4th". This makes sense, however, it again contradicts your stated rule. Every time you refuse to publish correspondence after a board report is published you are in fact precluding stakeholders from providing feedback on matters found in the report, which most stakeholders would not be privy to until the agenda is published. In fact, this was the case with the "Diverse Community" motion which was not actually public information until the April 20th agenda was published. It was obviously widely circulated in certain circles, but the public at large would not have been aware until the report was posted. Personally, I only learned of it through a petition that was circulating on social media.

In listening to last week's Policy Committee meeting, there were comments made about the need for a Correspondence Policy because there was "confusion" amongst stakeholders. There is no confusion. The rules keep changing, and some stakeholders are being given preferential information and treatment. That is a very serious concern.

According to your explanation, the option to submit correspondence for the April 26th meeting was only extended to those who had requested to delegate. There were 93 pieces of correspondence in the report, two of which were from me. Are you telling me that the other **91 people had requested to delegate - between the morning of April 21st and the afternoon of April 23rd**? That is quite obviously untrue.

The social media post that alerted me that the board was publishing correspondence was made around 3:00 pm on April 23rd. Funny that **60 of the 91 items of correspondence were received between 3:00 pm and 6:00 pm on April 23rd, with 50 (of the 60) being in support of the "Diverse Community" motion**. It is quite ironic that so many stakeholders were excluded from providing correspondence in a debate about equity and inclusion.

It is obvious that some groups are privy to information not available to all stakeholders, and are being actively encouraged to act on that advantage, resulting in a very skewed perception of public opinion. Now it seems that certain stakeholders are pointing to this "data" in support of their position. This is why we need a policy.

It is plainly obvious that the board's practice of publishing correspondence is being abused, and this practice of constantly changing the rules and having different rules for different stakeholders is facilitating that abuse. I consider that to be quite serious, and a breach of trust.

I appreciate that the board is moving forward with a formal Correspondence Policy, but it has been a very slow process and it appears it will take some time still, especially if it goes through three readings and with the stakeholder consultation that is required of new policies. It seems unlikely that there will be a proper Policy in place before the end of the school year. This is unfortunate considering this matter was raised quite some time ago.

Whether there is a formal Policy or informal policy in place, all I ask is that the process you follow be **fair, equitable and transparent**. The policy or Policy should be one in which every stakeholder of this board has the same opportunity. It should be consistent and well communicated and it shouldn't change on a whim. If that can't happen, then just don't publish any correspondence at all.

From where I sit, I see a lot of politics at the board table, and a lot of division being created in our school communities. I see members of the community who are quick to point fingers and stir up controversy. Trustee behaviour is impacting the community and the community is impacting trustee behaviour. It's a dangerous, ugly cycle. While all of this is going on, there are actual students who are struggling with mental health issues and unprecedented learning loss and setbacks. The pandemic alone is putting the entire futures of our youth at stake right now. That's not hyperbole, that's a fact.

I don't think it's too much to ask that all trustees focus on **that**, and take some positive action to address it.

***Please include this correspondence in the May 18th board report.***

Respectfully,  
Maria Lourenco

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**From:** Murphy, Patrick <[MurphyP@hcdsb.org](mailto:MurphyP@hcdsb.org)>  
**Sent:** April 23, 2021 6:00 PM  
**To:** Maria Lourenco [REDACTED]  
**Cc:** Daly, Patrick <[DalyP@hcdsb.org](mailto:DalyP@hcdsb.org)>; Duarte, Marvin <[DuarteM@hcdsb.org](mailto:DuarteM@hcdsb.org)>; Karabela, Helena <[KarabelaH@hcdsb.org](mailto:KarabelaH@hcdsb.org)>; O'Brien, Timothy <[O'BrienT@hcdsb.org](mailto:O'BrienT@hcdsb.org)>; DeRosa, Peter <[DeRosaP@hcdsb.org](mailto:DeRosaP@hcdsb.org)>; Iantomasi, Vincent <[IantomasiV@hcdsb.org](mailto:IantomasiV@hcdsb.org)>; DiPietro, Rosie <[DiPietroR@hcdsb.org](mailto:DiPietroR@hcdsb.org)>; Swinden, Andrea <[SwindenA@hcdsb.org](mailto:SwindenA@hcdsb.org)>; [info@ombudsman.on.ca](mailto:info@ombudsman.on.ca) <[info@ombudsman.on.ca](mailto:info@ombudsman.on.ca)>; Alexandra Terrana [REDACTED]  
**Subject:** Re: [<EXTERNAL>] Tweet by [REDACTED] on Twitter

Hi Ms. Lourenco,

Thank - you for your email. As we are not accepting any delegations for Monday's Special Board Meeting, we have offered the opportunity to individuals requesting to delegate to submit their feedback as correspondence. These individuals were told that they must provide this correspondence no later than 6:00 p.m. today.

Further to that, following the April 20<sup>th</sup> Board Meeting, we received new correspondence for inclusion on the next Board Meeting Agenda. Rather than place that correspondence on the May 4<sup>th</sup> Board Meeting Agenda, I am allowing that it be added to the Special Board Meeting agenda, as the letters relate to the matter that will be deliberated at that meeting, and would otherwise not be relevant or germane to the discussion on May 4<sup>th</sup>.

As per your request, we will include your email below as correspondence on the updated agenda.

Regards,

**Patrick Murphy**

Chair of the Board & Milton Trustee

Halton Catholic District School Board

802 Drury Lane, Burlington, ON L7R 2Y2

O: [\(905\) 632-6300](tel:(905) 632-6300) | C: [\(905\) 630-1591](tel:(905) 630-1591) | [murphyp@hcdsb.org](mailto:murphyp@hcdsb.org)

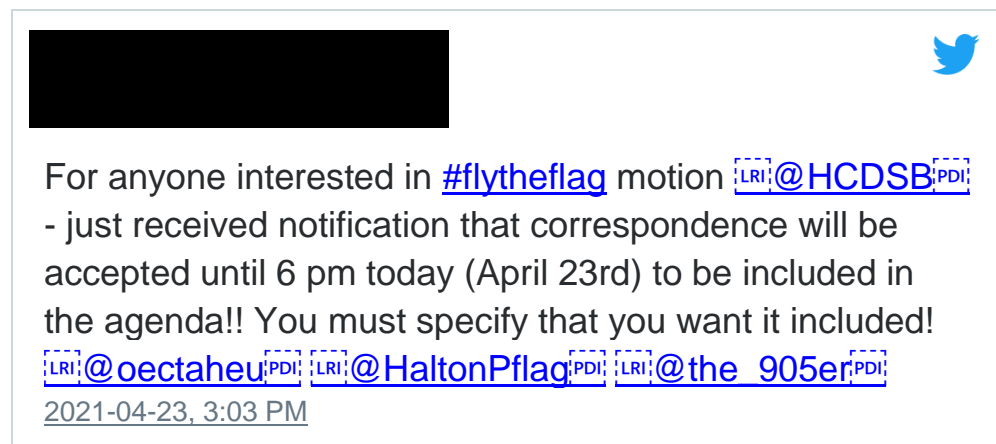
Achieving Believing Belonging [www.hcdsb.org](http://www.hcdsb.org)

Sent from my iPhone

On Apr 23, 2021, at 3:36 PM, Maria Lourenco [REDACTED] wrote:

Please confirm if this is true. If it is, please advise when this change in policy was decided and how it was communicated to the public. Do stakeholders have to follow some random person on Twitter now to find out about board policy changes? With less than three hours notice? How does this ensure equity amongst stakeholders who may wish to submit correspondence? I was very recently told, in response to declined correspondence, as I understand some others have been as well, that correspondence had to be received before the board report is posted in order to be included. The board report was posted yesterday. Do the rules just depend on who is asking or is there another reason for constantly flip flopping back and forth? If the information in this tweet is incorrect, please disregard this e-mail and I apologize for the inconvenience. If this is correct then I have one more question - does this board have any integrity whatsoever?

If you are indeed going to publish correspondence received before 6:00 pm, please publish this one.



Hello HCDSB trustees and Director Daly,

I commend all of you who have been spending so much time reading all the emails and taking the phone calls of Halton Catholic stakeholders regarding the pride flag motion. As elected trustees representing the ratepayers, I appreciate that you take seriously the importance of listening carefully to our views and also taking the time to learn from professional experts in the field such as critically acclaimed researchers Haidt and Lukianoff. I'm sure you would agree that the better informed one is, the better overall decision can be made for all to benefit.

As a retired teacher from St. Ignatius of Loyola, I am very concerned about the students being used as pawns by powerful organizations with a political agenda. For example, after the pride flag motion was voted down, I watched a reporter from Halton News interview co-lead [REDACTED] of Pflag Halton who stated: "We really wanted to get that motion read. We wanted to get that on record." The reporter later stated that Pflag Halton defiantly announced that despite the flag being voted down, there were going to be many pride flags flying on HCDSB property on June 1st. I hope you're planning to make sure this does not happen! And it cannot be ignored that the Waterloo and Toronto CDSBs just voted for the same motion within the same week! How much influence has this province wide political organization had on our students? It certainly doesn't sound like the original motion was driven by one [REDACTED] student!

This student, [REDACTED] who was a delegate at the April 6 board meeting, made it clear prior to the vote that her school was "doing a really good job this year with their Equity and Inclusion committee, Ally club, and the anti-bullying week specifically focussed on LGBTQ+ people". [REDACTED] declared that she feels comfortable and welcomed as part of the school community. So why was she pushing for a pride flag? Is it because she is being influenced by people like the pro-flag delegate from Toronto, [REDACTED] who aggressively asserted that the flag is never going to be enough?

Both students [REDACTED] remarks after the vote are both telling and alarming. [REDACTED] stated in an interview with Inside Halton that anyone who disagrees with her position is "discriminating" and she told Halton News that this is "blatant homophobia and transphobia". It sounds like she is being taught to never listen to a dissenting voice or viewpoint, but to resort to name-calling instead. This is typical Woke, cancel culture tactics. Is that what we envision for our students?

And [REDACTED] remarks were way off base as well. She claimed that those who were opposed to raising the pride flag "tell us we are sinful, not Catholic and not deserving of God's love". This is totally the opposite of the message given by opposition delegates on April 20 (including a Catholic priest) who repeatedly assured everyone that God loves all of us, but we still must choose to follow his commands. [REDACTED] said she is a devout Catholic (albeit misinformed) and a student leader despite the bigotry and hatred that she claims she faces.

As I mentioned, I am very concerned for these students, and all the others who are fed and fall victim to the relentless propaganda pushed by political organizations who would like nothing better than to infiltrate our Catholic schools with their ideological narratives. I am imploring you as Catholic trustees, to stand your ground and to not cave in to the pressure you are facing from the pro-flag ideologues, but remain faithful to your pledge to keep our schools Catholic, both in name and in reality. Thousands of stakeholders are counting on you!

God bless you!

Mary

**From:** Mary Muller

**Sent:** May 10, 2021 8:34 PM

**To:** Agnew, Brenda <AgnewB@hcdsb.org>; Daly, Patrick <DalyP@hcdsb.org>; DeRosa, Peter <DeRosaP@hcdsb.org>; DiPietro, Rosie <DiPietroR@hcdsb.org>; Duarte, Marvin <DuarteM@hcdsb.org>; Guzzo, Nancy <GuzzoN@hcdsb.org>; Iantomasi, Vincent <IantomasiV@hcdsb.org>; Karabela, Helena <KarabelaH@hcdsb.org>; Murphy, Patrick <MurphyP@hcdsb.org>; O'Hearn-Czarnota, Janet <O'Hearn-CzarnotaJ@hcdsb.org>; O'Brien, Timothy <O'BrienT@hcdsb.org>

**Subject:** [<EXTERNAL>] Fwd: Did Toronto Catholic Schools Reject Cardinal's Request? - Fr. Mark Goring, CC

Hello Trustees and Director Daly,

It is evident that a lot of people are trying to undermine your decision of Apr. 26 to not fly the pride flag, emboldened by the infamous vote to do just that in our neighbouring TCDSB last week. Please keep in mind that we are called "separate" schools for a reason, we are not secular schools. You have pledged to uphold the teachings of our Catholic Church, which often swim against the tide of the current secular culture. Do not succumb to the pressures of the political leaders who have weighed in, most of whom are not HCDSB ratepayers. We must not allow our students to be pawns in their political agendas!

Please watch the following ten minute video from Fr. Mark Goring, an outspoken pastor in Ottawa. He clearly explains, especially in the last five minutes, how many of us who are stakeholders (including many devout Catholic parents of children in the system) feel about this issue.

Do not exclude us! Please continue to stand your ground, be brave, be faithful and be truly inclusive.

Sincerely,

Mary

P.S. Also please include this in the agenda for the next board of trustees meeting. Thank you!

<https://www.youtube.com/watch?v=YUqJtFje1HY>

**From:** Curriculum Branch (MET)

**Sent:** Tuesday, May 11, 2021 6:05 PM

**To:** Swinden, Andrea

**Subject:** [<EXTERNAL>] Inclusion of Diverse Perspectives and Diverse Communities' Experiences in the Ontario Curriculum

Patrick Murphy  
Chair of the Board  
Halton Catholic District School Board  
c/o Andrea Swinden  
Manager of Strategic Communications

Dear Patrick Murphy,

Thank you for your email to the Honourable Stephen Lecce, Minister of Education, regarding the inclusion of diverse perspectives and diverse communities' experiences in the Ontario curriculum. These are very important issues and ones which the Ministry of Education has invested in and is committed to taking further action to address. I appreciate the opportunity to respond on behalf of the Minister.

The ministry is committed to upholding and promoting human rights as well as addressing and eliminating all forms of systemic discrimination experienced by students, families and school communities in Ontario. Concerns about anti-Indigenous and anti-Black racism are long-standing, and our government is committed to working with all communities, to create safe and inclusive spaces. Through anti-colonial and anti-racist approaches, we are committed to working with school boards, education partners and all communities to eradicate disparities in outcomes for Indigenous, Black and other racialized students and families.

Ontario is also committed to moving forward with changes to the education system that will address systemic discrimination and help break down barriers for Indigenous, Black, and other racialized students, 2SLGBTQ+ students, students who live in low-income households, and those with disabilities and other special education needs, so that all students have equitable opportunities to succeed.

Ontario is dedicated to providing opportunities for students to learn about diverse communities and our collective responsibilities for inclusion and anti-racism. The ministry works to ensure that curriculum is inclusive and reflects the diversity of the Ontario population, as well as provides students learning opportunities related to anti-racism and anti-discrimination education.

Currently each curriculum document contains a section on equity and inclusive education (sometimes called anti-discrimination education), that provides context about how that subject/discipline approaches anti-racism and anti-discrimination. This section describes the importance of staff and students demonstrating respect for diversity in the school and wider society. Further, the program planning content for all curricula contains a section on [Human Rights, Equity, and Inclusive Education](#) and how it relates

to all subjects and disciplines in Grades 1-12. This can be found on the new [Curriculum and Resources website](#).

As part of the secondary [Social Sciences and Humanities](#) curriculum, there is a suite of four Equity Studies courses that provide students' opportunities for deeper learning equity issues. The Equity Studies courses examine various aspects of diversity, including those related to gender, race, ethnicity, religious, socio-economic background, and ability. By exploring the contributions of individuals and groups towards the creation of a more just society, students come to realize the importance of personal engagement and social action. In each course, students move from theory to practice by developing and implementing an initiative to address an equity-related issue.

The ministry will take HCDSB's feedback into consideration in future curriculum revisions as part of our commitment to diversity, equity, human rights, and inclusion in Ontario's schools.

We are committed to fostering an education system where all students, parents, staff and members of the school community feel safe, welcome and respected, and where every student is supported and inspired to succeed in a culture of high expectations for learning.

Thank you for writing and I hope this information is helpful.

Sincerely,

Mishaal Surti  
Manager  
Curriculum, Assessment and Student Success Policy Branch  
Ministry of Education