



COMMITTEE OF THE WHOLE (BUDGET) **Report No. 22-009**

1 March 2022

2022-2023 Budget Process

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PURPOSE:

1. To present information on the issues affecting the 2022-2023 budget cycle and to provide the timelines and processes.

STRATEGIC LINKS:

2. The 2019-2023 Strategic Plan calls for the development of a culture of social responsibility with the stated goal of fostering "progressive stewardship of the environment, and human and financial resources." Development and approval of the annual budget is a key component of strong governance and financial stewardship. The thoughtful and prudent allocation of financial resources is required to optimize achievement of the goals that have been established for students, staff and the District.

CONTEXT:

3. The District operates on a fiscal year that runs from 1 September to 31 August. Prior to the start of each fiscal year, and in compliance with the *Education Act*, the Board is required to approve a budget before the end of June that articulates how the District will use its resources to meet the needs of its students and the broader school community.

Planning for the 2022-2023 fiscal year has already commenced. Preliminary guidance from the Ministry of Education has been received. District staff anticipate that the budget approval timeline established by the *Education Act* will be met. It is also assumed that the enhanced funding and deficit spending authority provided in response to the pandemic will be discontinued.

Several budget meetings will be scheduled during the months of May and June 2022. The meetings will provide the public with an opportunity to comment on the recommended spending plan. They will also allow Committee of the Whole Budget (COW Budget) to refine the allocation of resources in alignment with District priorities. Staff anticipates that the 2022-2023 Budget will be approved no later than 30 June 2022.

The discussion at the 1 March 2022 meeting is designed to share the proposed timeline and to discuss how the budget information and debate can be aligned with the objectives presented in the 2019-2023 Strategic Plan, a copy of which is attached as Appendix A.

KEY CONSIDERATIONS:

4. Budget Development Schedule

An important consideration when developing the District's budget schedule is the need to ensure that committee members have sufficient time to consider staff's approach and recommendations and allow time for public consultation to occur.

As previously noted, the provincial guidance is that the District's 2022-2023 Budget must be approved by the Board by the end of June 2022. To meet this timeline, key meeting dates for the budget process are being considered and will be reflected in the 2021-2022 Board calendar once confirmed. The tentative dates are:

1 March 2022	Update on budget development, the GSN and academic staffing
29 March 2022	Approval of academic staffing
25 May 2022	Presentation of the staff-recommended budget
8 June 2022	Public delegations, budget debate commences
14 June 2022	Budget debate continues
16 June 2022	Budget debate (if required) and recommendations to Board
20 June 2022	Board approval of staff-recommended budget

The approval of the academic staffing recommendations represents an important budget decision. The approval will commit approximately 60% of operating costs in advance of having confirmed the funding that is available to support all budget needs. The decisions are made in March to meet collective agreement obligations as well as to ensure there is sufficient time for the staffing process to be completed prior to the start of the new school year.

The Ministry announced the Grants for Student Needs (GSN) on 17 February 2022, which is much earlier than in recent years. Given the announcement, staff hopes to be provided with early access to the Education Finance Information System (EFIS). EFIS is used to calculate board-specific grant information.

Staff expects to present the recommended budget to COW Budget on 25 May 2022. It will reflect the previously approved academic staffing costs and present other recommended adjustments to revenues and expenses.

5. Education Funding Overview

A key requirement for effective decision making is a shared understanding of the constraints and opportunities that are presented to COW Budget and the Board. Appendices B and C are two Ministry publications that may assist in the development of that shared understanding.

Appendix B, 2019-20 Education Funding-A Guide to the Grants for Student Needs, summarizes the provincial funding model employed by the Ministry to allocate funds to all Ontario school boards. It elaborates on the different grants

that comprise the GSN and, importantly, acknowledges that local school boards have significant flexibility in how the funds are used to meet local priorities in support of student achievement. The 2019-20 guide is being shared because the Ministry has not released a more recent version.

Appendix C, 2021-22 Education Funding-A Guide to the Special Education Grant, provides additional detail on special education funding.

Budget Development Considerations

6. Strategic Plan 2019-2023

The OCDSB is approaching the final year of its current strategic plan that supports students, staff and families. As is always the case, some realignment of resources and changes in activities may be required to respond to evolving needs; however, it is unlikely that additional new funding will be available to address all of the opportunities. Staff will endeavour to make the alignment between the budget and the strategic plan more visible.

7. Education Funding Changes

As already noted, the early announcement of the GSN provides staff with important guidance to inform the budget development process. Some of the more important changes articulated in the announcement are:

- Confirmation that the Supports for Students Fund grant will continue for the coming year. The \$7.0 million grant was tied to the education sector's collective agreements, all of which expire on 31 August 2022. Past experience suggested that the grant would be rescinded, meaning that the 84.4 FTE supported by the funding may have had to be removed from the system. Fortunately, the funding will continue to support investments in school-based and student-focused staff across all bargaining units;
- Continuation of a supplement to support English language learners. The supplement recognizes that immigration patterns have been adversely affected by the pandemic and that the normal funding formula would have resulted in fewer resources being available to support the learning needs of these students. Although the amount of funding has not been confirmed, it is important to highlight that current year funding is estimated to be \$3.1 million which demonstrates the potential significance of the support;
- A COVID-19 Learning Recovery Fund will assist with temporary additional staffing to address learning recovery, the implementation of the first year of a fully de-streamed Grade 9, the delivery of remote learning, supports for special education, and maintaining enhanced cleaning standards. The funding is expected to be in the range of \$10.0 million and is similar to the COVID-related Priorities and Partnerships Fund (PPF) grants provided during 2021-2022;
- A confirmed commitment to student mental health that will see the transfer of PPF grants into the GSN and it will be complemented by increased per-pupil funding. Incorporating the funding into the GSN provides increased assurance that the funding will be available in future years. The amount of new funding will be confirmed with the release of EFIS;

- Increases to compensation benchmarks to support labour cost provisions for collective agreements that will expire at the end of the current year, increased salary benchmarks for principals and vice-principals in alignment with the recently negotiated memorandum of settlement, and standardized benchmarks used for in-school administration and leadership positions;
- Adjustments to non-compensation benchmarks that recognize the inflationary pressures being experienced when acquiring supplies and services and for utilities. The benchmarks reflect an increase of 2.3% for most areas and 5.45% for school operations;
- Confirmation that many important PPF grants, including funding for the Math Strategy and graduation coaches for both Indigenous and Black students, will continue to be available in the coming year. The funding will be enhanced by a \$6.3 million Tutoring Supports grant focused on addressing the impacts of the pandemic on student learning, half of which will be received during the current year. The total confirmed funding is \$8.2 million and additional investments are expected to be announced over the coming months; and
- A continued commitment to investments in infrastructure with funding totaling \$63.3 million. The funding is provided by a number of grants, most significantly the School Condition Improvement grant, the School Renewal allocation, and the Temporary Accommodation allocation.

Additional information on the 2022-2023 grants is available in the “B” Memos, which are attached as follows:

- Appendix D - Memo 2022 B03-2022-23 Grants for Student Needs Funding (GSN);
- Appendix E - Memo 2022 B04-Capital Funding for the 2022-23 School Year; and
- Appendix F - Memo 2022 B05-2022-23 Priorities and Partnership Funding (PPF).

8. OCDSB Financial Position

The District’s 2021-2022 Budget assumed a \$14.9 million deficit to be supported using the District’s accumulated surplus. The most recent forecast, which is presented in Report 22-008, 2021-2022 Revised Estimates, anticipates a reduced deficit approaching \$12.4 million. If realized, the demand on accumulated surplus will be \$2.5 million less than estimated.

Having a healthy accumulated surplus is important because the *Education Act* allows the Board to use it to balance its operating budget. However, the *Act* also restricts use of accumulated surplus in any school year to 1% of the operating grants provided by the Ministry. This amount is expected to be in the range of \$9.0 million in 2022-2023. Use of this amount would be compliant with the Ministry’s existing budget directive.

For the past two years, the Ministry has also allowed school boards to plan for the use of an additional 1% of accumulated surplus to address COVID-related needs. Given the additional supports already announced, it is unlikely that this

provision will continue for 2022-2023. However, staff are in the process of confirming the approach with the Ministry.

Table 1 presents the components of accumulated surplus and shows the anticipated use of \$12.4 million. The proposed alignment of accumulated surplus at the end of the year is also shown.

Table 1 – Accumulated Surplus Available for Compliance

	Projected as at 31 Aug 2022	Actual as at 31 Aug 2021	Change increase (decrease)
	\$	\$	\$
Available for compliance			
Restricted-committed capital	10,813,511	10,704,714	108,797
Internally appropriated			
Extended Day Program	(2,022,280)	(708,079)	(1,314,201)
Budgets carried forward	2,500,000	3,773,611	(1,273,611)
Business Systems	1,000,000	1,000,000	-
Contingencies	16,200,000	16,200,000	-
Unappropriated	4,398,655	14,294,727	(9,896,072)
	32,889,886	45,264,973	(12,375,087)

9. Enrolment

Enrolment is a key factor in the funding that the District receives. Enrolment growth provides additional flexibility in responding to funding changes and service demands while declining enrolment reduces this flexibility and generally creates a need to look for savings opportunities to offset the lost revenue.

At this time staff is forecasting increased enrolment in both the elementary and secondary panels. The increase is in comparison to enrolment projections reflected in the 2021-2022 Budget. Overall, the preliminary enrolment forecast indicates 1,200 more students based on average daily enrolment (ADE). The growth is fully attributable to registration in elementary programs while secondary enrolment is projected to be stable.

If realized, the revenue increase would be in the range of \$12.0 million to \$14.0 million. The additional revenue would be used to support increased compensation costs as a result of increased academic staffing and student support needs.

10. Cost Pressures

The changing needs of students continue to require additional resources to ensure that the District can provide optimal learning conditions. This necessitates the allocation of resources in a number of areas:

- Additional staffing and/or space to serve students with special needs;
- Inflationary cost pressures on supplies, services and utilities;
- Enhanced provisions for staff replacement costs; and
- Providing funds to address the changing nature of learning. Significantly, recent investments in technology to enable remote learning will influence maintenance and replacement costs for these assets in the coming years.

The Ministry recognizes the inflationary pressures and extraordinary needs being experienced by the education sector. The recently announced GSN provides additional funding for such costs, and importantly, for investments in technology and increased school operating costs.

11. Revenue Generating and Self-Funded Programs

The 2021-2022 Budget reflected lower service demand in two areas as a result of the pandemic. The lower demand resulted in reduced revenues.

The first area is the Community Use of Schools division which oversees the public's after-hours use of school facilities such as gymnasiums and sports fields. The second area is the Extended Day and Child Care programs where revenues have been severely reduced as a result of lower participation. Staff are optimistic that facility utilization and program participation rates will start to normalize in 2022-2023. This belief recognizes the high vaccination rates in Ottawa and recent public health trends. It is hoped that the economy, including school activities, will fully reopen for the start of the school year.

In addition to the internally managed programs, significantly lower enrolment of international students through the Ottawa-Carleton Education Network (OCENET) was reflected in the 2021-2022 Budget. Actual enrolment during the year was even lower than expected and this has resulted in the reduction of both projected revenues and related expenses. There continues to be uncertainty as to what effect the pandemic may have on international student enrolment for the coming year.

Staff will be performing a more detailed analysis on these and other programs as part of the budget development process. The review will quantify the revenues and expenses that are shown in the 2022-2023 Staff-Recommended Budget.

RESOURCE IMPLICATIONS:

12. The Board's past decision to establish a provision for contingencies as an appropriation within the accumulated surplus has allowed the District to support larger than expected deficits projected in recent years. In the absence of this critical decision, it is likely that some recent decisions to invest in system priorities would have instead been removed from the Board-approved budget.

The District is expected to have a combined operating and capital budget in excess of \$1.0 billion. Continuing with a prudent approach to managing these financial resources is essential to ensuring the budget development process results in a sound financial plan for 2022-2023. The spending plan, which will be aligned with the strategic plan, will serve as the foundation for financial plans that will be presented in subsequent years.

COMMUNICATION/CONSULTATION ISSUES:

13. The District's website provides a landing page for financial information. On this page is a quick link to both the current budget and budgets for prior years. Relevant supporting information such as budget questions and answers is also

available. All public documents, such as budget reports and staff presentations, are easily accessed from the webpage.

As has been done in the past, an email link for budget questions and comments has been established. While individual responses are not always possible, every effort will be made to answer these questions in a timely manner. Answers will be posted to the website and will be considered by staff in developing the budget recommendations.

The budget consultation process will reach out to parents, school councils, students, OCDSB advisory groups, staff and the public. The goal of the consultation will be to make the community aware of the budget process and provide them with an opportunity to provide feedback to staff, trustees and other Budget Committee members. The consultation process will involve a variety of formats in order to maximize the opportunity to reach these groups.

Staff customarily attends meetings of other committees including the Special Education Advisory Committee (SEAC), Parent Involvement Committee (PIC) and the Advisory Committee on Equity (ACE). Comments received during those meetings help staff understand the concerns and priorities of those committees.

Similar to the advisory committee meetings, trustees have received valuable input through zone meetings in past years. Staff will provide support for those meetings this year, if required and schedules allow.

All input during the consultation phase would ideally be received by mid-March 2022.

GUIDING QUESTIONS:

14. The following questions are provided to support the discussion of this item:
 - What are the emerging issues and opportunities that members believe should be considered during the development of the 2022-2023 Staff-Recommended Budget?
 - What information will help inform the decisions that will be made following the presentation of the 2022-2023 Staff-Recommended Budget?

Mike Carson
Chief Financial Officer

Camille Williams-Taylor
Director of Education and
Secretary of the Board

Appendices:

Appendix A – 2019-2023 Strategic Plan

Appendix B – 2019-20 Education Funding-A Guide to the Grants for Student Needs

Appendix C – 2021-22 Education Funding-A Guide to the Special Education Grant

Appendix D – Memo 2022 B03-2022-23 Grants for Student Needs Funding (GSN)

Appendix E – Memo 2022 B04-Capital Funding for the 2022-23 School Year

Appendix F – Memo 2022 B05-2022-23 Priorities and Partnership Funding (PPF)

Recognizing that learning, well-being and equity are the core of our work, our strategic plan is focused on building a culture that supports and engages students, staff and community. Our new plan has three key objectives —

to create a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility. Each objective has one of three goals — one with a student focus, one with a staff focus and one with a system focus.

These goals are supported by strategies that will guide our work; outcomes that describe the change we want to happen; and key performance indicators that will help us to measure our progress.

Culture of Innovation

We will build a learning community where innovation and inquiry drive learning.



Goals

- Champion high learning expectations for all students in all programs;
- Promote collaborative environments which foster innovation and creativity; and
- Modernize instruction and administrative processes.

Desired Outcomes:

For Students

- ♦ Improved student achievement;
- ♦ Increased graduation success in all pathways;
- ♦ Increased sense of relevance and motivation for students;

For Staff

- ♦ Increased capacity to support personalization of learning;
- ♦ Increased leadership capacity; and

For System

- ♦ Improved business processes and efficiency.

Strategies:

- ♦ Establish targets for student achievement;
- ♦ Provide professional learning and tools to support quality instruction and collaboration;
- ♦ Create conditions to support creativity, innovation and evidence-based practice;

- ♦ Modernize learning and enhance student experience; and
- ♦ Optimize resources and technology to modernize business processes.

Culture of Caring

We will advance equity and a sense of belonging to promote a safe and caring community.



Goals

- Prioritize the dignity and well-being of students in inclusive and caring classrooms;
- Champion and nurture a safe, caring and respectful workplace; and
- Build authentic engagement with and among our communities.

Desired Outcomes:

For Students

- ♦ Improved equity of access, opportunity and outcomes;
- ♦ Improved student well-being;
- ♦ Enhanced student safety;

For Staff

- ♦ Improved employee well-being;
- ♦ Improved employee engagement;

For System

- ♦ Increased parent voice; and
- ♦ More representative workforce.

Strategies:

- ♦ Provide learning opportunities and resources to support student well-being;
- ♦ Foster conditions to improve workplace safety and employee well-being;
- ♦ Enhance communications and develop mechanisms to build employee engagement; and
- ♦ Build system capacity to support parent and family engagement at the classroom, school and district levels.

Culture of Social Responsibility

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.



Goals

- Remove barriers to equity of access, opportunity, and outcomes;
- Model responsive and ethical leadership and accountability; and
- Foster progressive stewardship of the environment, and human and financial resources.

Desired Outcomes:

For Students

- ♦ Improved social and emotional skills;
- ♦ Increased student voice;
- ♦ Improved student behaviour;
- ♦ Reduced disproportionate representation;

For Staff

- ♦ Improved leadership capacity;
- ♦ Improved employee engagement and recognition;

For System

- ♦ Improved decision-making;
- ♦ Improved governance practices; and
- ♦ Improved environmental practice and reduction in greenhouse gas emissions.

Strategies:

- ♦ Support and encourage the development of our Exit Outcomes and life skills in all students;
- ♦ Build leadership capacity and succession plans;
- ♦ Build system capacity in environmental stewardship, resource allocation and risk management; and
- ♦ Collect and use data to inform instructional practice, policy, and decision making.

EXIT OUTCOMES — What we want for our graduates

CHARACTERISTICS

SKILLS

Appendix A
to Report 22-009

- | | | | | | | | | | |
|---------------|-------------------------|---------------|----------------|-----------|----------------------------|------------------|-------------------------|----------------------------|-------------------|
| Goal-oriented | Innovative/
Creative | Collaborative | Globally Aware | Resilient | Ethical
Decision-makers | Digitally Fluent | Academically
Diverse | Effective
Communicators | Critical Thinkers |
|---------------|-------------------------|---------------|----------------|-----------|----------------------------|------------------|-------------------------|----------------------------|-------------------|

2019-20 Education Funding

A Guide to the Grants for Student Needs



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Introduction

This guide is intended to provide a simpler explanation of how education is funded in Ontario through the Grants for Student Needs, or GSN. It also sets out the accountabilities of school boards and the Ministry of Education for the use of education dollars and discusses efforts to continuously improve the formulas used to fund education in Ontario.

How funding is structured

The Ministry of Education provides the majority of operating funding to Ontario's 72 district school boards¹ through the annual GSN, also known as "the funding formula." The GSN is a collection of grants described in detail in an annual regulation under the *Education Act*.

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

Funding entitlements for school boards can be generated on a per-pupil, per-school, or per-board basis depending on the structure of each grant within the GSN regulation. There are two major components of the GSN:

- **The Foundation Grants** cover the basic costs of an educational experience that is common to all students, which is allocated based on student enrolment and the number of schools.
- **The Special Purpose Grants** address the unique needs of students, schools and school boards related to location, student and school needs, and a board's demographic profile.

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

1. There are also 10 school authorities, consisting of four geographically isolated boards and six hospital-based school authorities.

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

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

Accountability for education funding

The government is committed to restoring faith in Ontario's public institutions. As the province expects to invest about \$24.66 billion in education in the 2019-20 school year, a major part of enhancing public confidence is ensuring accountability for the use of these resources.

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

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

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

- Legislative requirements, such as the provision that school boards balance their budgets;
- Requirements around budgeting and financial reporting, as well as monitoring, audit, review and, in some cases, supervisory activities by the province;
- Enveloping, which means requiring that certain grants be used only for the purpose intended; and
- Program/grant-specific reporting requirements overseen by various branches of the ministry.

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

The ministry engages with many partners, including:

- School board representatives
- Trustees' associations
- Indigenous partners
- Principals and vice-principals
- Teachers' federations and education worker unions
- Parent groups
- Student groups

Regular engagement and other collaborations are invaluable in holding all parties, including the government, accountable for the ways education is funded. Annual adjustments are made to grants, informed by the ministry's ongoing discussions with the sector.

Foundation Grants

Pupil Foundation Grant

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

In 2019-20, this grant will be adjusted primarily for the proposed changes to class sizes for students in grades 4-8 and grades 9-12.

The grant is calculated on a per-pupil basis. There are four different per-pupil amounts at the elementary level, depending on the grade in which a student is enrolled – kindergarten (JK and SK), primary (Grades 1 to 3), junior (Grades 4 to 6), intermediate (Grades 7 to 8). There is also one per-pupil amount for secondary students.

In general terms, for classroom teachers, the per-pupil amounts reflect benchmark salaries and benefits, class size requirements and the need for preparation time. For other staff, the per-pupil amount is based on salaries and benefits and staffing levels.

For 2019-20, the Pupil Foundation Grant is projected to be \$10.57 billion.

School Foundation Grant

This grant provides funding for principals, vice-principals and office support staff, as well as administrative supplies. It is divided into an elementary school and a secondary school portion. This grant includes measures which:

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

For 2019-20, the School Foundation Grant is projected to be \$1.52 billion.

Special Purpose Grants

Special Education Grant

This grant provides boards with funding for programs, services, and/or equipment for students with special education needs. Boards may use the grant only for special education, and must set aside any unspent funding to use for special education in a future school year. There is flexibility in how they may use some of the individual allocations within the grant, as long as the funds are spent on special education.

For 2019-20, the Special Education Grant is projected to be \$3.10 billion and is made up of six allocations:

Allocation	Amount
Special education per pupil amount	\$1.57 billion
Differentiated special education needs amount	\$1.14 billion
Special equipment amount	\$0.12 billion
Other (consists of three allocations)	\$0.27 billion
Total	\$3.10 billion

- The **special education per pupil amount** provides every board with foundational funding towards the cost of special education supports. It is calculated using a board's total enrolment and a per-pupil amount. There are different per-pupil amounts for kindergarten to Grade 3 pupils, Grade 4 to 8 pupils, and Grade 9 to 12 pupils. The per-pupil amounts in the earlier grades are higher to direct more funding towards early intervention.
- Recognizing the variation across boards in the share of students with special education needs, the nature of the needs, and boards' ability to meet them, the **differentiated special education needs amount (DSENA)** aims to better align the allocation with boards' needs and resources.
- Under the **special equipment amount**, each board receives a base amount plus a per-pupil amount, which together may be used to buy computers, software and other equipment for students with special education needs, in line with funding guidelines. In addition, boards may submit claims to recover the costs, less a deductible, of other equipment recommended by a qualified professional for a student with specific special education needs.

- There are **three other** allocations of the grant. The special incidence portion for students who require more than two full-time staff to address their health and safety needs and those of others at their school. The care, treatment, custody, and correctional amount (previously named the facilities amount) for providing instruction in a care, treatment, custody or correctional facility, and an amount to support board-level expertise in applied behavioural analysis.

Language Grant

This grant provides funding to meet school boards' costs for language instruction.

For 2019-20, the Language Grant is projected to be \$866.8 million and is made up of five allocations:

Allocation	Amount
English as a second language/English literacy development (ESL/ELD)	\$362.1 million
French as a second language (FSL)	\$282.6 million
French as a first language (FFL)	\$87.8 million
Programme d'appui aux nouveaux arrivants (PANA)	\$10.0 million
Actualisation linguistique en français (ALF)	\$124.3 million
Total	\$866.8 million

- **English as a second language/English literacy development** funding, available only to Ontario's 60 English-language school boards, supports students who need extra help developing proficiency in English. It consists of two components:
 - Recent immigrant component: to support students who are eligible based on their country of birth and who have been in Canada four years or less.
 - Diversity in English-language learners' component: based on an estimate of the number of children in a school board whose language spoken most often at home is neither English nor French.
- **French as a second language** funding, available only to Ontario's 60 English-language school boards, supports the costs of French instruction. It provides a per-pupil amount for each student. At the elementary level, the amount varies depending on whether the pupil is taking core French (20-59 minutes of instruction per school day for students in Grades 4 to 8), extended French (60-149 minutes of instruction per school day for students in Grades 4 to 8), or is in a French immersion program (150 minutes or more of instruction per school day for students in JK to Grade 8). At the secondary

level, the amount reflects both the student’s grade level and whether the course covers French as a subject or another subject taught in French as well as the credit value of the course.

- **French as a first language** funding, available only to Ontario’s 12 French-language school boards, recognizes the higher costs of instructional materials and support to provide French-language programs. It is made up of per-pupil amounts for boards’ elementary and secondary enrolment and a fixed amount for each new elementary school in a French-language board in the current school year.
- The **programme d’appui aux nouveaux arrivants** funding, available only to Ontario’s 12 French-language school boards, supports students from eligible countries who are newly arrived in Canada and do not have a Charter right to education in French, but have been admitted to French-language school boards and require extra help developing proficiency in French.
- **Actualisation linguistique en français** funding, available only to Ontario’s 12 French-language school boards, supports students who have a right to education in French because it is the language of one or both of their parents, but need extra help developing proficiency in French. It is calculated using a per-pupil amount that varies using a factor based on census data that measures a board’s cultural environment. The factor reflects the share of school-age children with at least one parent having French as their first official language spoken.

Indigenous Education Grant

The Indigenous Education Grant supports programs and initiatives that support Indigenous learning, and are aimed at improving Indigenous student achievement and well-being.

For 2019-20, the Indigenous Education Grant is projected to be \$80.2 million and is made up of four allocations:

Allocation	Amount
Indigenous languages	\$11.8 million
Indigenous studies	\$40.8 million
Per-pupil amount	\$21.7 million
Board action plans	\$5.8 million
Total	\$80.2 million

- The **Indigenous languages** allocation supports elementary and secondary Indigenous languages programs. At the elementary level, funding is based on the number of pupils enrolled in an Indigenous language program and

the average daily minutes of instruction. At the secondary level, funding is provided on a per-pupil credit amount for Grades 9 to 12 students.

- The **Indigenous studies** allocation supports secondary credit courses in Indigenous studies, providing a per-pupil credit amount for Grade 9 to 12 students.
- The **per-pupil amount** allocation supports Indigenous students, and reflects the estimated percentage of Indigenous students in a board's schools, based on census data. Some of these funds may be used to support a dedicated Indigenous Education Lead in each school board.
- The **board action plans** allocation funds the implementation of programs and initiatives that support Indigenous learning and are aimed at improving Indigenous student achievement and well-being.

Geographic Circumstances Grant

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

In 2019-20, the Geographic Circumstances Grant is projected to be \$214.7 million and it is made up of three allocations:

Allocation	Amount
Remote and rural	\$117.7 million
Supported schools	\$75.9 million
Rural and Northern Education Fund	\$21.1 million
Total	\$214.7 million

- The **remote and rural** allocation provides funding to boards with enrolment of less than 16,000, boards that are distant from large urban centres, and boards whose schools are far from board offices and one another.
- The **supported schools** allocation helps make small, remote schools more viable by providing additional funding for teachers and, in some cases, early childhood educators. A school's eligibility is based on distance to the board's closest school of the same type (that is, elementary to elementary and secondary to secondary) with funding varying based on school enrolment.
- The **Rural and Northern Education Fund** allocation provides funding for school boards to further improve education for students in rural and Northern communities through support for additional operating expenses, enhanced student transportation options and improved programming or staff supports.

Learning Opportunities Grant

The Learning Opportunities Grant provides funding to help students who are at greater risk of lower academic achievement.

In 2019-20, The Learning Opportunities grant is projected to be \$514.2 million and is made up of 9 allocations:

Allocation	Amount
Demographic	\$366.1 million
Student achievement envelope (consists of 6 allocations)	\$137.7 million
Other (consists of 2 allocations)	\$10.5 million
Total	514.2 million

- The **demographic** allocation is based on social and economic indicators that signal a higher risk of academic difficulty for students. The indicators are low household income, low parental education, a one-parent household and recent arrival in Canada. This allocation is distributed to boards based on the ranking of each of their schools on these measures, and a weighting of the measures themselves. Boards can use this funding for initiatives such as breakfast programs, homework clubs, reading recovery and independent supports.
- The **student achievement envelope** comprises six discrete allocations. These allocations directly support programs to improve student achievement. There is flexibility in how boards may use the individual allocations, as long as the total funding is spent on the programs within the envelope. Any unspent funding must be used on the programs within the envelope in a future school year. The allocations are for:
 - **Literacy and math outside the school day**, which funds remedial courses or classes for students who are at risk of not meeting the curriculum standards for literacy or math and/or the requirements of the Grade 10 literacy test.
 - **Student success, Grade 7 to 12**, which funds a range of resources and activities to improve student engagement in secondary schools.
 - **Grade 7 and 8 student success and literacy and numeracy teachers**, which recognizes the importance of helping students in earlier grades so they are better prepared for the transition to secondary school and beyond.
 - **Ontario focused intervention partnership tutoring**, which helps boards set up and/or expand tutoring programs for students who are not achieving the provincial standard in reading, writing or math.

- **Specialist high skills major program**, which allows students to customize their secondary school experience and build on their strengths and interests by focusing on a specific economic sector.
- **Outdoor education program**, which provides elementary and secondary students with learning experiences in the outdoors.
- The **other** allocations of this grant provide funding for teacher-librarians and/or library technicians and an adjustment to reflect the impacts of amalgamating school authorities.

Safe and Accepting Schools Supplement

This funding supports the Safe Schools Strategy and provides targeted support to secondary schools in priority urban neighbourhoods.

In 2019-20, the Safe and Accepting Schools Supplement is projected to be \$49.7 million and is made up of two allocations:

Allocation	Amount
Safe and accepting schools	\$39.7 million
Urban and priority high schools	\$10.0 million
Total	\$49.7 million

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

Continuing Education and Other Programs

This grant supports a range of programs aimed at adult learners and day school students, including secondary students who have completed more than 34 credits and wish to continue their studies.

In 2019-20, the Continuing Education and Other Programs Grant is projected to be \$137.9 million and is made up of 8 allocations:

Allocation	Amount
Adult day school	\$15.6 million
High-credit day school	\$5.2 million
Summer school	\$33.4 million
Continuing education	\$54.0 million
Other (consists of 4 allocations)	\$29.7 million
Total	\$137.9 million

- The **adult day school** allocation supports day school programming for students who are at least 21 years of age as of December 31 of the current school year.
- The **high-credit day school** allocation is for day school programming for secondary students who have completed more than 34 credits and wish to continue their studies.
- The **summer school** allocation supports programming offered during the summer for day school pupils.
- The **continuing education** allocation supports a variety of programs delivered inside and outside the classroom (for example, through correspondence, self-study or e-learning), including credit courses for the purpose of earning a secondary school graduation diploma.
- The **other** allocations support the following: teaching of international and Indigenous languages at the elementary level; assessments of mature students' prior learning; adult day school teacher funding supports; and a recovery amount for each international fee-paying student attending schools in Ontario.

Cost Adjustment and Teacher Qualifications and Experience Grant

This grant provides for a variety of compensation related funding adjustments for teachers and other staff.

In 2019-20, the Cost Adjustment and Teacher Qualifications and Experience Grant is projected to be \$2.83 billion and includes 8 allocations:

Allocation	Amount
Teacher qualifications and experience	\$1.73 billion
Early childhood educator qualifications and experience	\$0.13 billion
Benefits trusts	\$0.24 billion
Teacher job protection funding	\$0.69 billion
Other (consists of 4 allocations)	\$0.27 billion
Total	\$2.83 billion

- The **teacher qualifications and experience** allocation provides funding to boards with teachers that, because of their qualifications and years of experience, have average salaries different from the benchmark used in the Pupil Foundation Grant.
- In 2019-20, the ministry is introducing a new **teacher job protection funding** allocation. Funding is being provided for up to four years to protect classroom teachers impacted by the proposed changes to class size and e-learning, allowing school boards to phase in these proposed changes.
- The **benefits trusts** allocation provides the incremental funding required to support the transition of benefits plans (health, life and dental benefits) for staff to the Employee Life and Health Trusts.
- The **other** allocations under this grant include historical adjustments to the funding of non-teaching salary costs and funding for programs to mentor and train new teachers, as well as additional support for professional development for teachers and education workers.

Student Transportation Grant

This grant provides school boards with funding to transport students to and from school.

In 2019-20, the Student Transportation Grant is projected to be \$1.1 billion. The grant is based on the previous year's amount, with a number of possible adjustments and/or additional allocations:

- The **enrolment adjustment** allocation is made available only for school boards with increasing enrolment, and is based on the percentage increase in enrolment.
- The **cost update adjustment** allocation, which recognizes the increasing costs of providing transportation services, is 4% for 2019-20. The calculation applies the adjustment factor to each board's 2018-19 transportation grant.
- The **fuel escalator and de-escalator** allocation provides funding adjustments (increases or decreases) by comparing the actual price of diesel fuel for southern school boards and northern school boards to a benchmark price.
- New in 2019-20, the ministry will provide **transportation stabilization funding** to school boards that run efficient transportation operations but for which the costs of student transportation exceed funding provided for that purpose.
- **Other** allocations within this grant cover transportation to provincial or demonstration schools, school bus rider safety training, impacts of effectiveness and efficiency reviews of transportation consortia.

Declining Enrolment Adjustment

Much of a school board's revenue is determined by enrolment. When enrolment goes down, funding also declines. School boards can adjust their costs downward as well, but this may take more than one year. The declining enrolment adjustment recognizes this need for extra time.

In 2019-20, the Declining Enrolment Adjustment is projected to be \$11.9 million and is made up of two components:

Component	Amount
First-year	\$10.1 million
Second-year	\$1.8 million
Total	\$11.9 million

- The **first-year** component is based on a weighting of the difference between 2019-20 eligible revenues if enrolment had not changed from the previous year and 2019-20 revenue calculated using the current year's enrolment. It is available only if the current year's enrolment is less than the previous year's.
- The **second-year** component is 25% of a school board's 2018-19 first-year component.

School Board Administration and Governance Grant

This grant provides funding for board administration and governance costs, including those related to board-based staff and board offices and facilities.

In 2019-20, the School Board Administration and Governance Grant is projected to be \$683.0 million and is made up of 9 allocations:

Allocation	Amount
Board administration	\$574.0 million
Program leadership	\$67.0 million
Other (consists of 7 allocations)	\$41.9 million
Total	\$683.0 million

- The **board administration** allocation, developed in consultation with school boards, provides funding for board-level leadership, staff and related supplies and services. The model recognizes ten core functions that all boards, regardless of size, must perform. At the same time, it recognizes that enrolment is an important driver of administrative expenses.
- The **program leadership allocation** provides funding to support six lead positions (mental health, technology, Indigenous, school effectiveness, student success and early years).
- The **other** allocations include funding for trustee compensation, parent engagement, consolidation accounting, internal audit, supports to improve school boards' information management, and the transformation of learning and teaching in the physical and virtual environment.

School Facility Operations and Renewal Grant

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

In 2019-20, the School Facility Operations and Renewal Grant is projected to be \$2.50 billion and includes two allocations:

Allocation	Amount
School operations	\$2.14 billion
School renewal	\$0.36 billion
Total	\$2.50 billion

- The **school operations** allocation, which addresses operating costs such as heating, lighting, maintenance and cleaning of schools, consists of several components. The largest component is based on a benchmark operating cost associated with a standard floor area for each elementary and secondary pupil.
- The **school renewal** allocation addresses the costs of repairing and renovating schools. Like the operations allocation, it consists of a number of components. The largest component is based on a benchmark renewal cost associated with a standard floor area for each elementary and secondary pupil. Funding is also adjusted to reflect the renewal needs of older schools and regional variations in construction costs.

Conclusion

Determining the best way to allocate funding and use public resources effectively in our school system is an ongoing process.

For an effective education system, we must stay attuned to and gather information on the evolving needs of students, increasing school board costs, and how well our funding approaches support student achievement outcomes.

This guide has provided high-level summaries of grants, their purposes and their funding mechanisms. It is not intended to describe the legal requirements around grant amounts or allocation methods. Readers looking for that information should consult the [Grants for Student Needs – Legislative Grants for the 2019-20 School Board Fiscal Year](#) regulation. The 2019-20 [Technical Paper](#) provides additional information on the calculations underlying many of the grants and more information about grants not discussed in detail here.

2021-22 Education Funding

A Guide to the Special Education Grant



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Notice: Some of the elements and proposals set out in this guide 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 Guide should be considered to be subject to such regulations, if and when made.

Introduction

Special Education in Ontario

This guide provides an overview of special education and how it is funded in Ontario. The goal is to provide a clear explanation of the funding model for interested partners in the education sector.

The Ministry of Education allocates funding to Ontario's 72 district school boards¹. In addition to the Pupil Foundation Grant and other grants within Grants for Student Needs funding, the ministry allocates funding for students with special education needs through the Special Education Grant. School boards also have the ability to use other allocations of the Grants for Student Needs to support students with special education needs. The goal is to ensure equity in access to learning for all students with special education needs.

The *Education Act* mandates all school boards to provide special education programs and/or services for students with special education needs. This includes students receiving special education programs and/or services who have been identified as exceptional by an Identification, Placement and Review Committee and students receiving special education programs and/or services who have not been identified as exceptional by an Identification, Placement and Review Committee.

All students receiving special education programs and/or services, whether identified as exceptional or not, should have an Individual Education Plan. An Individual Education Plan is a written plan describing, among other things, the special education programs and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs.

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

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

These five broad categories of exceptionalities are designed to address the wide range of conditions that may affect a student’s ability to learn, and do not exclude any medical condition, whether diagnosed or not, that can lead to particular types of learning difficulties. All students with demonstrable learning-based needs are entitled to appropriate support in the form of special education programs and services, including classroom-based accommodations.

Overview of Students Receiving Special Education Programs and/or Services

Data from the Ontario School Information System showed that in 2019-20², 17.7 per cent of students in Ontario’s publicly funded school system were receiving special education programs and/or services. In total there were 364,038 students receiving special education programs and/or services out of the total of 2,053,036 Junior Kindergarten to Grade 12 students. Approximately 47 per cent of students with special education needs had been identified as exceptional by an Identification, Placement and Review Committee (IPRC) process. In addition, school boards reported that approximately 86 per cent were in regular classrooms for more than half the instructional day.

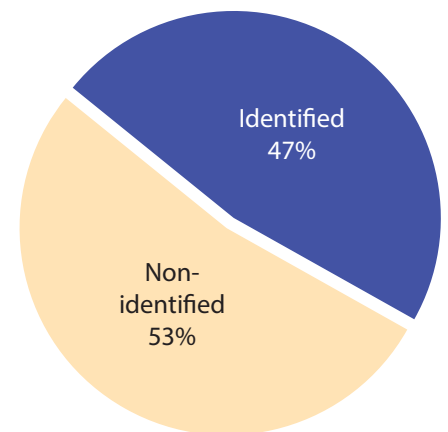
OVERVIEW OF STUDENTS RECEIVING SPECIAL EDUCATION PROGRAMS AND/OR SERVICES 2019-20

Students formally identified as “Exceptional” by an IPRC*

	Number of students	Percentage of panel	Percentage of all students
Elementary	90,388	6.3%	4.4%
Secondary	81,852	13.0%	4.0%
Total	172,240		8.4%

Students NOT formally identified as “Exceptional” by an IPRC*

	Number of students	Percentage of panel	Percentage of all students
Elementary	128,662	9.0%	6.3%
Secondary	63,136	10.1%	3.1%
Total	191,798		9.3%



*IPRC – Identification, Placement and Review Committee

2. Source: As reported by schools in Ontario School Information System (OnSIS), 2019-20 (preliminary as of September 18, 2020 with all schools that met identified criteria with signed off submissions except for 8 secondary schools in Renfrew County DSB). Total may not add due to rounding. Data includes public and Roman Catholic schools and school authorities. Data excludes private schools, publicly funded hospital and provincial schools, education and community partnership programs, summer, night and adult continuing education day schools. Data is based on headcount of students.

How funding is structured

Grants for Student Needs

The Ministry of Education provides the majority of operating funding to Ontario's 72 district school boards³ through the annual Grants for Student Needs, also known as "the funding formula." The Grants for Student Needs is actually a collection of grants described in detail in an annual regulation under the *Education Act*.

Many grants are made up of two or more components, which are called "allocations." Information on the funding provided by each grant and an explanation of the major allocations within it, including a high-level description of the calculation, can be found in the *Education Funding: Technical Paper 2021-22*.

Funding entitlements for school boards can be generated on a per-pupil, per-school, or per-board basis depending on the structure of each grant within the Grants for Student Needs regulation. There are two major components of the Grants for Student Needs:

- **The Foundation Grants** cover the basic costs of an educational experience that is common to all students, which is allocated based on student enrolment and the number of schools.
- **The Supplemental Grants** address the unique needs of students, schools, and school boards related to location, student and school needs, and a board's demographic profile.

The ministry recognizes that conditions vary widely across Ontario and the funding formula cannot take every situation into account. That is why local school boards which are best positioned to respond to local needs, are given flexibility in how they use funding.

In addition to Grants for Student Needs funding, school boards also receive funding from the ministry for special, often time-limited programs, and from other ministries for specific purposes related to their mandates.

3. There are also 10 School Authorities consisting of four geographically isolated boards and six hospital-based school authorities.

Further background on all grants and how they are calculated, as well as more detailed information on the funding formula, appear in the [Education Funding: Technical Paper, 2021-22](#), the annual regulation under the [Education Act](#) and on the ministry's [Education Funding](#) webpage.

Special Education Grant

In addition to other Grants for Student Needs funding, the ministry provides school boards with the Special Education Grant. This grant supports positive outcomes for students with special education needs. This grant is for the additional costs of the programs, services and/or equipment these students may require.

Special Education Grant funding is allocated to school boards by the Grants for Student Needs regulation. School boards in turn use their Special Education Grant funding to implement their own local policies and priorities. As noted above, school boards are also able to use other funding to support students with special education needs.

School boards may *only* use Special Education Grant funding for special education programs, services and/or equipment. Any unspent Special Education Grant funding in a given year must be put aside and spent on special education in the future. School boards have the authority and flexibility to use other Grants for Student Needs funding, in addition to the Special Education Grant, to meet their responsibility to support students with special education needs.

School boards are given flexibility to use special education and other funding to support their special education policies and priorities because school boards have the greatest knowledge of their students and communities. They are best positioned to respond to local needs when setting budget priorities and determining what special education programs, services and/or equipment to provide. This means, for example, that individual school boards make decisions about classroom placement, classroom programming and staffing.

The Special Education Grant is made up of six allocations:

1. Special Education Per Pupil Amount Allocation
2. Differentiated Special Education Needs Amount Allocation
3. Special Equipment Amount Allocation
4. Special Incidence Portion Allocation
5. Education and Community Partnership Program Allocation
6. Behaviour Expertise Amount Allocation

The Special Education Grant is projected to be approximately \$3.21 billion in 2021-22.

The following pages outline each of the six allocations of the Special Education Grant.

1. Special Education Per Pupil Amount Allocation

The Special Education Per Pupil Amount provides funding to every school board to assist with the costs of providing additional support to students with special education needs. It is allocated to school boards based on total enrolment of all students, not just students with special education needs.

This allocation provides all school boards with a foundational amount of funding for special education.

The Special Education Per Pupil Amount allocation is projected to be approximately \$1.61 billion in 2021-22.

2. Differentiated Special Education Needs Amount Allocation

This allocation addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs.

The Differentiated Special Education Needs Amount allocation includes four components:

- Special Education Statistical Prediction Model
- Measures of Variability
- Base Amount for Collaboration and Integration
- Multi-Disciplinary Supports Amount

The Differentiated Special Education Needs Amount allocation is projected to be approximately \$1.18 billion in 2021-22.

Special Education Statistical Prediction Model

The Special Education Statistical Prediction Model estimates the likelihood of students in a school board needing special education programs and/or services. The model considers neighbourhood profiles for all students across Ontario and in each school board. This generates predicted percentages for the population likely to have special education needs in each school board, which are used to allocate Special Education Statistical Prediction Model funding.

These neighbourhood profiles, which are anonymous, use data from the federal government's long-form census and other similar sources. This includes long-form census factors such as parent level of education, family income, unemployment, and recent immigration to Canada.

Measures of Variability

The Measures of Variability uses seven categories of information that reflect differences in each school board's population of students with special education needs and in the school board's ability to respond to these needs.

Three of the categories use data to develop a school board profile of special education needs. This is done by looking at different data sets and comparing a school board to the provincial average. These three categories are: students reported as receiving special education programs and/or services; participation and achievement in Education Quality and Accountability Office (EQAO) assessments by students with special education needs; and credit accumulation and participation in locally developed and alternative non-credit courses (K-Courses) by students with special education needs.

This comparison is used to determine the amount of funding that each school board should receive. For example under the "credit accumulation and participation in locally developed and alternative non-credit courses" category, a component of this allocation generates more funding for school boards that report having more students with special education needs whose accumulation of curriculum credits is below the provincial average.

The remaining four categories address each school board's ability to respond to its population of students with special education needs. This is done by recognizing external factors that affect the school board's ability to meet these needs. These four categories include: Remote and Rural Adjustment, Indigenous Adjustment, French-language School Board Adjustment and Northern Adjustment. For example, the Northern Adjustment, provides funding to support all northern school boards and school authorities to address the challenges associated with providing programs and/or services to students with special education needs in Northern Ontario.

For more detailed information on the seven categories of information used in the Measures of Variability and how they are calculated, please refer to the *Education Funding: Technical Paper 2021-22*.

Base Amount for Collaboration and Integration

The Base Amount for Collaboration and Integration provides each school board with funding to help explore collaborative and integrated approaches to serving students with special education needs.

Multi-Disciplinary Supports Amount

The Multi-Disciplinary Supports Amount supports all students with special education needs, including subsets of this population such as students with Autism Spectrum Disorder (ASD), and mental health needs. The Multi-Disciplinary Supports Amount provides funding to each school board for a

multi-disciplinary team of up to four staff. This team helps to build board capacity, supports special education assessments and helps teachers, education assistants, and other staff better understand and adapt to the unique needs of their students. In addition, the Multi-Disciplinary Supports Amount also includes funding for other staffing resources to support students with special education needs in a way that reflects their local needs.

For more detailed explanations of these four components of the Differentiated Special Education Needs Amount, please refer to the *Education Funding: Technical Paper 2021-22*.

3. Special Equipment Amount

This funding supports the purchase of equipment that may be required by students with special education needs. There are two components to this allocation:

- A per-pupil amount that allows the school board to purchase computers, software, robotics, computing-related devices and required supporting furniture, as well as all training and technician costs for all Special Equipment Amount equipment, maintenance and repairs. This allocation consists of a base amount for each school board plus a per-pupil amount reflecting the school board's day school average daily enrolment of students.
- A claims-based process that supports the purchase by the school board of other, non-computer-based equipment required by students with special education needs. This may include hearing and/or vision support equipment, personal care support equipment and/or physical assists support equipment.

Eligibility requirements for both the per-pupil amount and claims-based amount are outlined in the *Special Education Funding Guidelines: Special Equipment Amount (SEA), 2021-22*.

The Special Equipment Amount allocation is projected to be approximately \$130.6 million in 2021-22.

4. Special Incidence Portion

The Special Incidence Portion is intended to support students with extraordinarily high needs who require more than two full-time staff to address their health and/or safety needs, and those of others at their school. Funding is based on claims submitted by school boards. Eligibility criteria are set out in the *Special Education Funding Guidelines: Special Incidence Portion (SIP), 2021-22*.

The Special Incidence Portion allocation is projected to be approximately \$137.8 million in 2021-22.

5. Education and Community Partnership Program Allocation

This funding supports school boards' provision of education programs to school-aged children and youth in care, treatment or detention facilities. Eligible facilities include children's aid societies, hospitals, psychiatric facilities, custody and correctional facilities, licensed community group homes, intensive support residence supported group living residences and long-term care homes (all eligible facilities are as defined in the relevant Acts and require the relevant approval). A school board may provide these education programs under a written agreement between the school board and the facility.

The funding, for qualifying education programs, goes toward recognized costs that include teacher salaries and benefits, educational assistant salaries and benefits and classroom supplies. Further details can be found in the *Guidelines for Approval and Provision of an Education and Community Partnership Program (ECPP) 2021-22*.

The Education and Community Partnership Program allocation is projected to be approximately \$112.1 million in 2021-22.

6. Behaviour Expertise Amount

The 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 2021-22 Behaviour Expertise Amount allocation is made up of the following three components:

- ABA Expertise Professionals Amount
- ABA Training Amount
- After-School Skills Development Amount

ABA Expertise Professionals Amount

The ABA Expertise Professionals Amount provides funding for boards to hire professional staff at the school board level who have expertise in ABA. Whenever possible, school boards are encouraged to hire individuals with Board Certified Behaviour Analyst certification, individuals working toward Board Certified Behaviour Analyst certification, or individuals with equivalent qualifications. ABA is an instructional approach that has been shown to be helpful for many children with *autism spectrum disorder*, as well as students with other special education needs.

The main roles of the board-level ABA expertise professionals are to:

- Support principals, teachers, educators and other school staff through applied behaviour analysis coaching, training and resources;

- Strengthen and facilitate collaborative working relationships among schools, parents, community members and agencies; and
- Support transitions, including transitions to school of children from the Ontario Autism Program Entry to School program, collaboration and information sharing between community-based autism service providers, school staff and families.

The funding is made up of a fixed amount for each school board plus a per-pupil amount that reflects the school board's day school average daily enrolment of all students.

ABA Training Amount

The ABA Training Amount provides funding to boards for training opportunities to build school board capacity in ABA.

After-School Skills Development Amount

After-School Skills Development programs implemented by school boards provide students with autism spectrum disorder 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.

The Behaviour Expertise Amount allocation is projected to be approximately \$37.2 million in 2021-22.

Priorities and Partnerships Funding

In 2021-22 the ministry intends to provide school boards with Priorities and Partnerships Funding funding for specific programs or initiatives, which is additional funding outside the Grants for Student Needs. Some of this funding is allocated to school boards for initiatives to support students with special education needs. Further details regarding *Priorities and Partnerships Funding* can be found on the Ministry of Education website.

Accountability for Special Education Funding

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

School boards have a responsibility to ensure the effective stewardship of resources. Thoughtful, transparent budgeting, aligned with a focused strategy, is vital and integral to this goal.

A robust financial accountability framework for the Grants for Student Needs has been developed between school boards and the province. This framework recognizes that accountability to the ministry must be balanced with the need for school board flexibility to address local conditions.

As noted earlier, to support accountability and the mandated role of school boards, special education funding is enveloped for special education expenditures only. If a school board does not spend all of this funding in the year, it must hold the unspent amount in a reserve account to be spent on special education in future years. School boards are required to report to the ministry on their special education expenditures three times a year.

School boards are also able to use other Grants for Student Needs funding to support students with special education needs.

Additional information

This guide focuses mainly on the approaches and calculations underlying Special Education Grant funding. More details on the allocation of other education grants appear in the *Education Funding: Technical Paper 2021-22* the annual regulation under the *Education Act* and on the ministry's *Education Funding* webpage.

For more information on special education policy, programs and/or services generally, please visit the *Ministry of Education website*.

For more information on a school board's specific special education policies and approaches, please contact the school board superintendent responsible for special education. Alternatively, you may contact a member of the school board's Special Education Advisory Committee for more information on the overall delivery of special education programs and/or services within a school board.

Useful terms to know

Special education services: Facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Special education program: An educational program that is based on and modified by the results of continuous assessment and evaluation, and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the student.

Identification, Placement and Review Committee (IPRC): School boards are required to establish an Identification, Placement and Review Committee (IPRC). The IPRC is made up of at least three people, one of whom must be a principal or supervisory officer of the school board. The IPRC is responsible for deciding whether a student should be identified as exceptional. It identifies the exceptionality according to the categories and definitions set out by the ministry, decides the placement and reviews the identification and placement generally once in a school year.

Individual Education Plan (IEP): A written plan describing the special education programs and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs. It documents the accommodations, modifications and/or alternative expectations needed to help the student achieve. It outlines the specific knowledge and skills to be assessed and evaluated for the purpose of reporting student achievement.

Accommodations: Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations.

Modifications: Expectations that differ in some way from the regular grade-level expectations for a subject or course in order to meet a student's learning needs. For students with an Individual Education Plan, these changes could include: expectations from a different grade level; significant changes (increase or decrease) in the number and/or complexity of the learning expectations; and measurable and observable performance tasks. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.

Alternative Learning Expectations: Alternative learning expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute *alternative programs or alternative courses* (secondary school courses).

For more information, please visit the [Ministry of Education website](#).



Ministry of Education

Ministère de l'Éducation

Education Labour and Finance
Division

Division des relations de travail et du
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2022:B03

Date: February 17, 2022

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: **2022–23 Grants for Student Needs Funding**

I am writing to provide you with information about the Ministry of Education's Grants for Student Needs (GSN) funding for the 2022-23 school year.

GSN funding is projected to be \$26.1 billion, an increase of 2.7 per cent, while the average provincial per-pupil funding is projected to be \$13,059 in 2022–23, which is an increase of \$339 or 2.7 per cent from 2021–22. This represents a historic investment in public education and demonstrates the government's commitment to providing students with access to the skills and opportunities they need to succeed.

This year's GSN includes targeted investments for a range of initiatives, with highlights including funding for staffing-related student learning needs supporting de-streaming and learning renewal; enhanced supports for mental health and special education; and enhancements to implement recently negotiated terms and conditions of employment for principals and vice-principals.

A. \$651.1 MILLION TO SUPPORT STUDENT LEARNING NEEDS

There will continue to be flexible funding through the Supports for Students Fund for one additional year, subject to upcoming labour negotiations, as well as time-limited supports through the Language Grant and the new time-limited COVID-19 Learning Recovery Fund to further support learning recovery, the implementation of de-streamed Grade 9, and other priorities.

Supports for Students Fund (SSF)

The ministry is providing \$212.7 million through the SSF (also known as Investment in Systems Priorities in some central agreements), which provides flexible funding to school boards to support the learning needs of students consistent with central agreement obligations. This fund is being continued into 2022-23 to stabilize supports for students due to learning disruption, and school boards should continue to use this funding for its intended purpose under respective collective agreements for appropriate employee groups. Any funding beyond 2022-23 is subject to the upcoming round of central bargaining for groups whose central agreements expire on August 31, 2022. As such, this is time-limited funding.

Note that 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.

COVID-19 Learning Recovery Fund

The ministry is providing \$304.0 million¹ in time-limited and temporary additional staffing supports to continue to hire teachers, early childhood educators, educational assistants and other education workers to address learning recovery, the implementation of the first year of a fully de-streamed Grade 9, the delivery of remote learning, supports for special education, and maintaining enhanced cleaning standards.

As part of this grant, school boards will be required to provide the option for remote learning in the 2022-23 school year. School boards are permitted to establish one virtual school per elementary and secondary panel based on local demand, where the funding can support the hiring of principals, vice-principals, school-based administrative support and/or Information Technology support. This funding can also be used to support staff previously funded under the Education Worker Protection Fund per the Canadian Union of Public Employees' central collective agreement that expires on August 31, 2022.

This support is key to meeting staffing needs for school boards so that schools can deliver stability for students and families. Funding must be spent on the priorities identified within this grant, but there is flexibility in how school boards may use the funds between any of these priorities based on local needs. Funded through a table amount, this funding is equivalent to the staffing portion previously provided under the 2021-22 COVID-19 PPF supports.

¹This amount includes district school boards and isolate board school authorities.

School boards should plan for this funding to expire at the end of August 2023.

Recent Immigrant Supplement

The ministry continues to provide \$134.4 million in time-limited funding through the Recent Immigrant Supplement of the Language Grant, which was introduced in the 2021-22 school year. This funding is intended to address the out-year financial implications 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 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).

School boards will continue to generate top-up funding, where needed, if actual weighted enrolment falls below the level determined by the 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.

B. \$103.3 MILLION FOR PRIORITY INVESTMENTS

Student Mental Health Investment

Recognizing the importance of promoting positive mental health, especially in light of the COVID-19 pandemic, an increase of \$38.3 million is being provided for student mental health within the Mental Health and Well-Being Grant. This amount includes an increase of \$25.2 million² through the Supporting Student Mental Health Allocation, transferred from Priorities and Partnerships Funding (PPF). This funding will continue to support student mental health to foster the continued learning and well-being of students. The base amount is increasing to \$301,723 per school board and the per-pupil amount is increasing to \$6.67. Starting this year, this allocation is enveloped meaning that it must be utilized for school or school board-based mental health staffing, programs, and initiatives.

A new investment of \$10.0 million is being provided, of which \$5.0 million is to be used for evidence-based mental health programs and resources to support student resilience and mental well-being. The ministry will provide more details on the use of these funds in advance of the 2022-23 school year.

The total investment in student mental health, including PPF, is about \$90 million representing a 420 per cent increase in funding since 2017-18.

²This amount includes district school boards and isolate board school authorities.

Further details on the \$3.0 million in the new Well-Being and Positive School Climates Allocation can be found in the PPF transfers to GSN section below.

Local Special Education Priorities

Funding of \$16.3 million³ to enhance support for students with special education needs, previously provided through PPF, is being provided through the Differentiated Special Education Needs Amount (DSENA) Allocation as a new Local Special Education Priorities amount. In alignment with the prior year, school boards may use this funding to address local priorities such as retaining additional educational and/or professional and paraprofessional staff (e.g., special education resource teachers, educational assistants, speech-language pathologists, occupational therapists, and psychologists, among others) and other local priorities such as evidence-based programs and interventions, as well as transition supports.

Increased Special Equipment Amount (SEA) Per-Pupil Amount

Funding of \$7.4 million is being provided through the SEA Allocation to support more assistive technology for students with special education needs. In the SEA Per-Pupil Amount component, the base is increasing to \$20,000 and the amount per pupil is increasing to \$39.461.

Increased Northern Adjustment within the DSENA

Funding of \$1.4 million is being provided through the DSENA Measures of Variability (MOV) Northern Adjustment.

- The amount for the North East cooperative, administered by District School Board Ontario North East, will be increased by \$0.6 million to \$4.1 million.
- The amount for the North West cooperative, administered by Thunder Bay Catholic District School Board, will be increased by \$0.3 million to \$2.3 million.
- The amount for the Northern French-language cooperative, administered by the Conseil scolaire public du Grand Nord de l'Ontario, will be increased by \$0.5 million to \$3.6 million.

This increase is being added through the Northern Supports component, sub-category 7A, of the DSENA MOV Northern Adjustment.

Broadband Network Operations

To support access to quality online learning opportunities for all students, funding of \$39.9 million is being provided through a combination of the Pupil Foundation Grant (PFG) and the Geographic Circumstances Grant for broadband network operations. This will help to meet the increasing network demand for digital learning in the classroom and increased network capacity. In addition to existing funding available in the GSN, this supplemental funding supports the costs associated with network connectivity, network infrastructure, network security and related network operations in schools and school board buildings as usage increases and technology evolves. There will be performance metrics that school boards are

³This amount includes district school boards and isolate board school authorities.

expected to maintain associated with this funding. Additional information on this will be shared in the near future.

This additional funding is being provided through a new Broadband Network Operations per-pupil amount (\$19.34) in the PFG, with a Broadband Network Operations Top-Up Allocation within the Geographic Circumstances Grant to ensure every district school board receives a minimum amount of \$125,000.

The support for ongoing evolution of broadband networks and network security builds on similar initiatives since 2018 that have helped all schools reach a minimum standard of secure connectivity. It is a key way that the government is helping to meet the needs of students in accessing quality learning opportunities and preparing them for success in the increasingly digital economy.

C. LABOUR-RELATED CHANGES

Updates to benchmarks and other funding elements are being made to reflect the recently negotiated memorandum of settlement on terms and conditions of employment for principals and vice-principals. Updates impacting prior years will be made through amendments to prior year GSN regulations over the coming months. A provision for upcoming labour negotiations has also been included. Since union agreements expire on August 31, 2022, school boards are to set up a provision for these expenses, subject to the outcome and conclusion of negotiations. Further information on how to budget for and record this provision will be released as part of the SB-Memo on the 2022-23 Estimates Education Finance Information System (EFIS) forms.

Salary Increase for Principals and Vice-Principals

Salary benchmarks for principals and vice-principals will be increased by one per cent.

Benefits Increase

Benefits funding adjustments are being made through the Benefits Trust Allocation for employee groups that have agreements with provisions that impact the 2022-23 school year (i.e. principals and vice-principals, Conseil des associations en éducation pour les avantages sociaux - Education Council of Associations for Benefits, and Elementary Teachers' Federation of Ontario – Education Workers).

In-School Administration and Leadership Benchmark Alignment

The funded salary benchmarks for principals and vice-principals are being unified for the elementary and secondary panels within the In-School Administration and Leadership Allocation. The principal salary benchmark will be \$127,058 and the vice-principal salary benchmark will be \$121,496 for elementary, secondary and combined schools.

The ministry is also unifying the funded school office support staff salary benchmark to \$46,922 for elementary, secondary and combined schools. Board by board impacts of these changes

have been mitigated by providing \$818,689 in additional funding supports for combined schools.

Labour Provision

A labour provision is being included for the first year of the upcoming round of central bargaining with teachers' federations and education worker unions whose agreements expire August 31, 2022. These funds, subject to the outcome and conclusion of negotiations, are to be included as budgeted expenses and used to help manage labour costs when they are confirmed.

Central Employer Bargaining Agency Fees Allocation

As announced in 2021–22, the Central Employer Bargaining Agency Fees Allocation was revised to better reflect the trustees' associations' cost structures since the introduction of the *School Boards Collective Bargaining Act, 2014*. Starting in 2022–23, funding amounts for district school boards will be adjusted based on changes to the GSN benchmarks and their respective trustees' association's total 2021–22 annual expenses.

D. KEEPING UP WITH COSTS

Non-Staff Benchmarks

The ministry is providing a 5.45 per cent cost update to the non-staff portion of the School Operations Allocation benchmark, which consists of a 2.3 per cent cost update to assist school boards in managing the increases in commodity prices (i.e. electricity, natural gas, facility insurance, and other costs) and an additional 3.15 per cent cost update to support the increased costs related to the need to run ventilation systems longer and replace filters more frequently. The latter was previously provided as temporary PPF funding to mitigate the impacts of the COVID-19 pandemic.

In addition, the ministry is providing a 2.3 per cent cost update outside of the School Operations Allocation benchmark for other non-staff benchmarks and non-staff funding amounts throughout the GSN.

Student Transportation

The ministry continues to review student transportation with the aim to achieve a more equitable and needs-based student transportation system in Ontario. While the review is underway, the Student Transportation Grant will be maintained at the previous year's funding level with adjustments for school boards with enrolment growth. A cost update amount of 2.0 per cent is included in the Student Transportation Grant, but has not been allocated board-by-board at this time. An update on this funding will be provided at later time. In addition, funding adjustments due to fuel price changes will continue to be triggered by the fuel escalation and de-escalation mechanism throughout the school year.

E. SUPPLY CHAIN CENTRALIZATION

The ministry expects school boards to continue to make every effort to operate as efficiently as possible. This includes taking advantage of opportunities to minimize costs, as well as generate savings and efficiencies on products and services through the use of Vendor of Record (VOR) arrangements as outlined in the Interim Measures of the Broader Public Sector Procurement Directive. For clarity, a VOR arrangement could be an Enterprise VOR arrangement managed by the Ministry of Government and Consumer Services, or any other arrangement available to the school board, such as the Ontario Education Collaborative Marketplace.

Supply Ontario is a new provincial agency established to address challenges in Ontario's supply chain system. It will transform and move public procurement forward, leveraging Ontario's \$29.0 billion annual purchasing power to further advance value creation to benefit our economy, business, and Ontarians. The ministry has established an EDU Supply Chain Centralization Transition Working Group to serve as a resource for school boards as the government and Supply Ontario move forward with supply chain centralization.

F. PPF & OTHER LANGUAGES IN EDUCATION (OLE) TRANSFERS TO GSN

To further support the ministry's efforts to streamline funding while also reducing administrative burden for transfer payment recipients, the following PPF and OLE allocations are being transferred into the GSN:

Parents Reaching Out (PRO) Grants

Funding of \$2.4 million to support PRO Grants is moving from PPF into a new component of the Parent Engagement Allocation within the School Foundation Grant. This new PRO component, funded through a combined amount of \$1,500 per school board and \$500 per school committee, supports school boards to work with their Parent Involvement Committees (PICs) in order to lead initiatives that address local parent needs and/or remove barriers that prevent parents from participating and engaging fully in their children's learning and educational progress.

With this change, the Parent Engagement Allocation has three components – PIC, School Council, and PRO – each with its own funding calculation. School boards are reminded that they are expected to comply with Ontario Regulation 612/00: *School Councils and Parent Involvement Committees*.

Canada-Ontario Agreement for French as a Second Language (FSL)

Funding of \$7.9 million to support the additional costs of FSL initiatives and activities undertaken by English-language school boards in keeping with the Canada–Ontario Agreement on Minority-Language Education and Second Official-Language Instruction is moving from OLE and will be enveloped as a new Areas of Intervention component of the FSL Allocation within the Language Grant.

Funded through a table amount, the new Areas of Intervention component is provided to help English-language school boards enhance FSL-focused supports for educational staff and enrich the FSL learning environments and opportunities available to all students. With this change, the FSL Allocation has two components: Per-Pupil and Areas of Intervention.

Implementation of Aménagement linguistique Initiatives and Strategies to Retain and Engage Students

The \$120,000 for the implementation of Aménagement linguistique initiatives and strategies to retain and engage students is moving from PPF into the board component of the Actualisation linguistique en français Allocation within the Language Grant.

Funding of \$10,000 for each of the 12 French-language school boards is provided to help French-language school boards develop language planning initiatives in schools. These initiatives will help to engage students and increase their sense of belonging to the French-language school system and Francophone communities, as set forth by the Aménagement linguistique policy for French-language schools in Ontario.

Well-Being and Mental Health Bundle

Funding of \$3.0 million for the Well-Being and Mental Health Bundle is moving from PPF into a new Well-Being and Positive School Climates Allocation within the Mental Health and Well-Being Grant as previously noted above. This new Well-Being and Positive School Climates Allocation, funded through a base amount of \$10,000 per district school board and a per-pupil amount of \$1.14, supports school boards in meeting local needs and priorities that promote and support well-being and inclusive education, including strengthening positive school climates. This funding enables school boards to support activities in their improvement and multi-year strategic plans.

Learning and Innovation Fund for Teachers (LIFT)

Funding of \$3.5 million to support ongoing teacher professional learning through the LIFT is moving from PPF into a new Teacher Learning and Innovation Allocation within the Cost Adjustment and Teacher Qualifications and Experience Grant. The Teacher Learning and Innovation Allocation includes a base amount of \$20,000 per district school board and increased amounts depending on average daily enrolment (ADE), providing an additional \$25,000 for ADE of 500 or more and an additional \$18,000 for ADE of 50,000 or more. The Teacher Learning and Innovation Allocation enables school boards to support teacher collaboration, responsive learning and sharing of effective practices within schools, within school boards and across the province.

G. ENHANCED ACCOUNTABILITY MEASURES

Secondary Class Size Compliance Framework

To support the government's commitment to improving public education and advancing student achievement, the ministry is introducing a class size compliance framework to the

secondary panel starting in the 2022-23 school year. In previous years, school boards were required to report both elementary and secondary class sizes to the ministry; however, the compliance framework applied only to the elementary provisions of the regulation. There are no proposed changes to the collection process for secondary class size. The ministry will provide further information as part of the class size reporting process for the 2022-23 school year in the coming months.

H. ONGOING IMPLEMENTATION AND OTHER CHANGES

Differentiated Funding for Online Learning

The online and in-person learning credit load benchmarks are being updated for the second year of a multi-year trajectory. Reflecting the change in required online credits announced in Policy/Program Memorandum 167, the 2022-23 secondary benchmark for classroom teacher staffing through the Secondary Pupil Foundation Allocation and related grants will use a funded average credit load of 7.5 credits per pupil split between online learning (approximately 0.15) and in-person learning (approximately 7.35). The online learning credit load benchmark assumes approximately 15% of secondary students will take one course online in 2022-23.

Retirement Gratuities

This is the eleventh 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 is 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 2022–23. 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 fourth 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.

Teacher Job Protection Funding Allocation

This is the final year of the four-year Teacher Job Protection Funding Allocation, which is 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.

Technical Enrolment Policy Update

A regulatory clarification is planned such that students who are pursuing remote learning or exclusively online learning and reside out of province will not qualify for GSN funding. Similarly, the ministry intends to update regulations so that the right to attend for property owners, or their children, who reside outside of Ontario, is limited to in-person learning only.

I. CAPITAL

Details of capital funding programs are provided in a separate memorandum, **2022:B04**.

Amount for School Condition Improvement

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 continued investment in school renewal is in addition to the up to \$656.5 million in approvals that school boards have received under the federal-provincial COVID-19 Resilience Infrastructure Stream, which is part 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 through an updated Addendum to the 2022–23 Technical Paper for Isolate Board School Authorities in the coming months.

K. REPORTING

Dates for Submission of Financial Reports

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

Date	Description
June 30, 2022	School Board Estimates for 2022–23
November 15, 2022	School Board Financial Statements for 2021–22
December 15, 2022	School Board Revised Estimates for 2022–23
May 15, 2023	School Board Financial Report for September 1, 2022 to March 31, 2023

Rural and Northern Education Funding (RNEF) – Schools List

By June 30, 2022, 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 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
Broadband	Teresa Allen	teresa.allen@ontario.ca
Capital Renewal	Andrea Dutton	andrea.dutton@ontario.ca
Capital Priorities, Site Acquisition, Project Accountability and Child Care Capital	Paul Bloye	paul.bloye@ontario.ca
Central Labour Agreements	Cory Mitic	cory.mitic@ontario.ca
Curriculum and Assessment Implementation and Additional Educational Software Licensing	Jennifer Chan	jennifer.chan3@ontario.ca
Executive Compensation	Colleen Hogan	colleen.hogan@ontario.ca
Financial Accountability, Reporting Requirements, and Regional Internal Audit	Med Ahmadoun	med.ahmadoun@ontario.ca
French-language Education	Anne-Sophie Leduc	annesophie.leduc@ontario.ca
Indigenous Education	Taunya Paquette	taunya.paquette@ontario.ca
Online Learning	Laurie McNelles	laurie.mcnelles2@ontario.ca
Operating Funding Modelling (including Benefits Trusts Funding Model)	Paul Duffy	paul.duffy@ontario.ca
Operating Funding Policy (including Benefits Trusts Policy)	Romina Di Pasquale	romina.dipasquale@ontario.ca
Professionalism, Teaching Policy and Standards	Anshoo Kamal	anshoo.kamal@ontario.ca

Subject	Contact	Email
Regional Offices and French as a Second Language	Hanca Chang	hanca.chang2@ontario.ca
Special Education	Claudine Munroe	claudine.munroe@ontario.ca
Student Achievement	Dianne Oliphant	dianne.oliphant@ontario.ca
Student Mental Health	Shirley Kendrick	shirley.kendrick@ontario.ca
Student Transportation	Mehul Mehta	mehul.mehta@ontario.ca
Student Well-Being and Parent Engagement	Suzanne Gordon	suzanne.gordon@ontario.ca

General questions regarding the GSN release can be emailed to: EDULABFINANCE@ontario.ca.

M. OTHER GSN MATERIALS

For further information, please see GSN Projections for the 2022–23 School Year, which are available on the [Education Funding webpage](#). The GSN Technical Paper will be released in the coming weeks.

N. CONCLUDING REMARKS

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 subject to such regulations, if and when made.

In closing, the ministry would like to thank you and acknowledge the continued, ongoing and extraordinary work of school board teams to support students, families and the broader community, especially while navigating the unique challenges of the recent school years. We remain committed to working closely with you to facilitate the next school year, with the best interest of Ontario’s students in mind.

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
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Ministère de l'Éducation

Division du soutien aux immobilisations
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2022:B04

Date: February 17, 2022

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 2022-23 School Year

As a follow up to memorandum 2022:B03, 2022-23 Grants for Student Needs Funding (GSN), this memo provides details related to 2022-23 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 Program
8. Rapid (Modular) Build Pilot
9. Capital Accountability
10. Major Capital Project Progress Report
11. Roll-out of the Education Capital Information System
12. Ontario Builds Signage
13. Communications Protocol

1. Funding for School Renewal

The ministry is committed to supporting healthy and safe learning environments. For the 2022-23 school year, the ministry will be investing an additional \$1.4 billion through the following two programs.

- School Condition Improvement at \$1,070 million; and
- School Renewal Allocation projected to be over \$370 million.

This investment is in addition to approximately \$656.5 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. Projects must support the overall objective of addressing facility renewal needs (either assessed needs or on a proactive basis).

For the 2022-23 school year, the ministry will allocate \$1,070 million to school boards through this program. As in prior years, 2022-23 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 2020. Only school facilities (school board owned or capital lease) that were open and operating in the 2021-22 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 the ministry's renewal database. 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. It allows school boards to revitalize and renew aged building systems and components. This includes roof replacement and replacing of aged HVAC systems. SRA funding also allows school boards to undertake capital improvements (e.g., add new ventilation systems to increase fresh air intake, 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, ventilation, health and safety, and general code requirements (including accessibility).

For the 2022-23 school year, the ministry is projecting the funding allocation to be over \$370 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 the 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. The ministry may follow up on reported expenditures. Failure to provide details when requested could result in the ministry either having to recover or withhold 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 2022-23 school year, funding under this allocation is projected to be approximately \$2.2 billion.

Updates for the 2022-23 school year include:

- A 5.45 per cent cost update to the non-staff portion of the School Operations Allocation benchmark, which consists of a 2.3 per cent cost update to assist school boards in managing the increases in commodity prices (i.e., electricity, natural gas,

facility insurance, and other costs) and an additional 3.15 per cent cost update to support the increased costs related to the need to run ventilation systems longer and replace filters more frequently. The latter was previously provided as temporary PPF funding to mitigate the impacts of the COVID-19 pandemic.

- The ministry will continue the fourth 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 2022-23 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 the 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 Notification of Site Acquisition 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 Notification of Site Acquisition form with other supporting documents if required.

For those school board requests that accompany the Notification of Site Acquisition, 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 2022-23 school year, the ministry will continue to consider 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 Notification of Site Acquisition form to their Capital Analyst. Please note, when requesting ministry funding for a site that is not included in an Education Development Charge Background study, an appraisal completed by an independent 3rd party appraiser is required.

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 2022-23, the ministry will continue to fund \$40 million for the Temporary Accommodation 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.

As a reminder, boards may also use their 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.

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.

See Appendix E to review your funding under this program.

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 2022:B01 – Launch of 2022-23 Capital Priorities Program including Child Care Capital Funding, the ministry invited school boards to submit up to five requests for funding consideration through the 2022-23 Capital Priorities program to address their highest priority capital needs. Requests are to be submitted to CapitalProgramBranch@ontario.ca with a copy to their Capital Analyst by February 25, 2022.

8. Rapid (Modular) Build Pilot

The ministry, working in partnership with Infrastructure Ontario and school boards, launched a pilot project with a select number of projects identified through the 2021-22 Capital Priorities Program. The pilot will deploy a programmatic approach in the planning, procurement, and delivery of Rapid (Modular) Build projects that will include the following elements:

- Centralized approach to procurement and project delivery through the bundling of projects, aggregated at a provincial level;
- Delivery of Rapid (Modular) construction technology; and
- The creation of standardized designs for common elements (i.e., classrooms, hallways, etc.) for new spaces to be constructed.

Selected projects are currently being assessed for feasibility requirements for the pilot and once this process is complete there will be additional communication. Projects that do not proceed in the pilot will continue to be completed by school boards.

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 scope amended project designs 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 throughout the year. With the changes made to date, the ministry has been able to reduce approval timelines by up to 50% for 80% of the capital requests made to the ministry.

10. Major Capital Project Progress Report

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 collects the information twice a year in 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. Roll-out of the Education Capital Information System (ECIS)

ECIS is a project intended to modernize and replace the existing legacy School Facilities Inventory System (SFIS) with a new integrated and automated solution. The new solution will improve efficiency and effectiveness in the administration of Education and Child Care capital and operating funding, while automating the overall business processes, and meeting Ontario Public Service (OPS) Application and Security standards and other government mandated compliances. ECIS will be delivered to all school boards and school authorities using a phased approach starting in Spring 2022.

Information to administer grants that originated from SFIS in prior years will now be collected and tracked through ECIS starting with the 2021-22 school year wrap-up. To facilitate data transfer and synchronization between SFIS and ECIS, it is important to note that SFIS is now available as "Read Only" to all users.

As part of the roll-out of ECIS, ministry staff will be scheduling training sessions with all school board users to ensure a smooth transition process. Pending the ECIS roll-out, the ministry will continue to work with school boards to ensure that the dataset required for the 2021-22 and the 2022-23 school years financial reporting are complete and reliable.

12. Ontario Builds 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 approved in 2019-20 projects and onwards, school boards are required to display Ontario Builds signage at the site of construction that identifies the financial support of the Government of Ontario.

In those circumstances where a site is not currently owned by school boards for the approved project(s), 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.

As indicated in Memorandum 2021: B12 – COVID-19 Resilience Infrastructure Stream: Education Related (CVRIS-EDU) Projects, as part of the Government of Canada’s Investing in Canada Infrastructure Plan (ICIP), all Ministry of Education capital projects must feature two digital signs of the same size on the recipient school board and schools’ websites; one digital sign will follow the visual identity as specified by the Government of Canada, the other should remain in line with the visual identity that has been established by Ontario’s Ministry of Education for Ontario Builds signage.

13. 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.

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 Andrea.Dutton@ontario.ca	Funding for School Renewal School Operations Allocation Capital Planning Capacity Program
Paul Bloye, Director Capital Programs Branch (416) 325-8589 Paul.Bloye@ontario.ca	Capital Priorities Funding Child Care Capital Funding Land Priorities Funding Temporary Accommodation Allocation Capital Accountability
Colleen Hogan, Director Business Operations Strategic Support Branch (437) 997-9473 Colleen.Hogan@ontario.ca	Rapid (Modular) Build Pilot
Mehul Mehta, Director School Board Advanced Support Branch (647) 448-3862 Mehul.Mehta@ontario.ca	School Facilities Inventory System Education Capital Information System

Original Signed by

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

c: School Board Facilities Managers

Appendix A: 2022–23 SCI and SRA Funding

Board ID	Board Name	SCI (\$)	SRA (projected) (\$)
1	District School Board Ontario North East	13,657,239	3,131,383
2	Algoma District School Board	12,013,180	3,356,727
3	Rainbow District School Board	12,672,023	3,251,464
4	Near North District School Board	4,171,531	2,718,465
5.1	Keewatin-Patricia District School Board	7,821,643	2,054,769
5.2	Rainy River District School Board	3,047,272	1,201,091
6.1	Lakehead District School Board	8,026,950	2,369,398
6.2	Superior-Greenstone District School Board	4,788,991	1,357,912
7	Bluewater District School Board	6,395,833	3,592,359
8	Avon Maitland District School Board	11,864,413	3,635,015
9	Greater Essex County District School Board	24,826,954	6,364,620
10	Lambton Kent District School Board	17,824,545	4,618,139
11	Thames Valley District School Board	51,188,107	13,860,722
12	Toronto District School Board	246,158,224	45,750,835
13	Durham District School Board	17,760,483	10,996,351
14	Kawartha Pine Ridge District School Board	15,095,457	6,696,357
15	Trillium Lakelands District School Board	10,858,974	3,469,100
16	York Region District School Board	28,393,137	17,660,872
17	Simcoe County District School Board	11,955,074	8,966,783
18	Upper Grand District School Board	10,830,906	6,273,155
19	Peel District School Board	46,150,207	21,192,170
20	Halton District School Board	21,076,858	10,483,825
21	Hamilton-Wentworth District School Board	18,541,208	8,620,098
22	District School Board of Niagara	23,700,639	7,988,327
23	Grand Erie District School Board	17,107,047	5,741,555
24	Waterloo Region District School Board	32,561,332	10,341,306
25	Ottawa-Carleton District School Board	46,198,850	15,064,366
26	Upper Canada District School Board	19,277,943	7,278,588
27	Limestone District School Board	16,751,791	4,542,774
28	Renfrew County District School Board	6,554,859	2,857,076
29	Hastings and Prince Edward District School Board	10,679,004	3,521,593
30.1	Northeastern Catholic District School Board	3,241,149	1,056,632
30.2	Nipissing-Parry Sound Catholic District School Board	1,676,648	893,503
31	Huron-Superior Catholic District School Board	2,623,555	1,151,108
32	Sudbury Catholic District School Board	5,307,414	1,371,887
33.1	Northwest Catholic District School Board	302,039	700,705
33.2	Kenora Catholic District School Board	1,561,960	569,585
34.1	Thunder Bay Catholic District School Board	4,767,205	1,610,823
34.2	Superior North Catholic District School Board	1,817,860	728,971
35	Bruce-Grey Catholic District School Board	1,345,304	1,003,527
36	Huron Perth Catholic District School Board	2,611,486	876,789
37	Windsor-Essex Catholic District School Board	10,374,674	3,522,920
38	London District Catholic School Board	6,158,117	3,968,365
39	St. Clair Catholic District School Board	4,157,272	1,553,682
40	Toronto Catholic District School Board	49,899,170	16,343,882
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	5,414,912	2,267,769

Board ID	Board Name	SCI (\$)	SRA (projected) (\$)
42	York Catholic District School Board	12,485,975	6,758,854
43	Dufferin-Peel Catholic District School Board	22,928,635	9,857,206
44	Simcoe Muskoka Catholic District School Board	4,161,543	3,220,731
45	Durham Catholic District School Board	5,614,139	3,144,624
46	Halton Catholic District School Board	5,668,670	4,867,906
47	Hamilton-Wentworth Catholic District School Board	7,722,027	4,717,397
48	Wellington Catholic District School Board	1,072,076	1,265,217
49	Waterloo Catholic District School Board	7,103,056	4,051,005
50	Niagara Catholic District School Board	12,902,606	3,789,656
51	Brant Haldimand Norfolk Catholic District School Board	2,489,977	1,828,873
52	Catholic District School Board of Eastern Ontario	4,971,760	2,158,217
53	Ottawa Catholic School Board	17,629,182	7,713,634
54	Renfrew County Catholic District School Board	4,703,893	1,122,861
55	Algonquin and Lakeshore Catholic District School Board	7,204,539	2,234,784
56	Conseil scolaire de district du Nord-Est de l'Ontario	892,114	878,101
57	Conseil scolaire public du Grand Nord de l'Ontario	4,535,999	1,264,951
58	Conseil scolaire Viamonde	9,647,892	2,905,989
59	Conseil des écoles publiques de l'Est de l'Ontario	4,856,971	3,021,495
60.1	Conseil scolaire de district catholique des Grandes Rivières	13,841,049	3,420,528
60.2	Conseil scolaire de district catholique Franco-Nord	3,574,434	1,042,928
61	Conseil scolaire de district catholique du Nouvel-Ontario	6,103,521	1,966,454
62	Conseil scolaire de district catholique des Aurores boréales	512,649	641,732
63	Conseil scolaire catholique Providence	4,134,910	1,886,490
64	Conseil scolaire catholique MonAvenir	8,787,353	2,879,607
65	Conseil scolaire de district catholique de l'Est ontarien	8,928,834	2,875,001
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	8,316,757	4,304,040

Appendix B: Eligibility Criteria under SCI & SRA

Eligible Expenditures	SCI	SCI	SRA
	Restricted (70%)	Unrestricted (30%)	
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: 2022-23 Supplementary Area Factors (SAFs)

Board ID	Board Name	Revised Elementary SAF	Revised Secondary SAF
1	District School Board Ontario North East	1.000	1.246
2	Algoma District School Board	1.000	1.180
3	Rainbow District School Board	1.000	1.151
4	Near North District School Board	1.000	1.097
5.1	Keewatin-Patricia District School Board	1.000	1.052
5.2	Rainy River District School Board	1.000	1.034
6.1	Lakehead District School Board	1.047	1.013
6.2	Superior-Greenstone District School Board	1.017	1.184
7	Bluewater District School Board	1.000	1.052
8	Avon Maitland District School Board	1.000	1.101
9	Greater Essex County District School Board	1.000	1.012
10	Lambton Kent District School Board	1.000	1.072
11	Thames Valley District School Board	1.000	1.075
12	Toronto District School Board	1.154	1.148
13	Durham District School Board	1.013	1.049
14	Kawartha Pine Ridge District School Board	1.000	1.114
15	Trillium Lakelands District School Board	1.000	1.010
16	York Region District School Board	1.000	1.050
17	Simcoe County District School Board	1.007	1.024
18	Upper Grand District School Board	1.000	1.019
19	Peel District School Board	1.000	1.011
20	Halton District School Board	1.000	1.023
21	Hamilton-Wentworth District School Board	1.012	1.016
22	District School Board of Niagara	1.000	1.081
23	Grand Erie District School Board	1.000	1.081
24	Waterloo Region District School Board	1.000	1.015
25	Ottawa-Carleton District School Board	1.064	1.115
26	Upper Canada District School Board	1.000	1.158
27	Limestone District School Board	1.000	1.225
28	Renfrew County District School Board	1.000	1.167
29	Hastings and Prince Edward District School Board	1.000	1.115
30.1	Northeastern Catholic District School Board	1.019	1.599
30.2	Nipissing-Parry Sound Catholic District School Board	1.111	1.057
31	Huron-Superior Catholic District School Board	1.000	1.052
32	Sudbury Catholic District School Board	1.002	1.090
33.1	Northwest Catholic District School Board	1.000	1.000
33.2	Kenora Catholic District School Board	1.000	1.000
34.1	Thunder Bay Catholic District School Board	1.000	1.089
34.2	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	1.003	1.072
36	Huron Perth Catholic District School Board	1.000	1.006
37	Windsor-Essex Catholic District School Board	1.000	1.101
38	London District Catholic School Board	1.000	1.021
39	St. Clair Catholic District School Board	1.002	1.000
40	Toronto Catholic District School Board	1.000	1.042
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	1.005	1.073
42	York Catholic District School Board	1.004	1.018
43	Dufferin-Peel Catholic District School Board	1.000	1.006
44	Simcoe Muskoka Catholic District School Board	1.000	1.044
45	Durham Catholic District School Board	1.052	1.000
46	Halton Catholic District School Board	1.000	1.014
47	Hamilton-Wentworth Catholic District School Board	1.000	1.061
48	Wellington Catholic District School Board	1.000	1.001
49	Waterloo Catholic District School Board	1.000	1.048
50	Niagara Catholic District School Board	1.000	1.022
51	Brant Haldimand Norfolk Catholic District School Board	1.000	1.038
52	Catholic District School Board of Eastern Ontario	1.009	1.011
53	Ottawa Catholic School Board	1.066	1.020
54	Renfrew County Catholic District School Board	1.127	1.015
55	Algonquin and Lakeshore Catholic District School Board	1.046	1.020
56	Conseil scolaire de district du Nord-Est de l'Ontario	1.040	1.073
57	Conseil scolaire public du Grand Nord de l'Ontario	1.000	1.135
58	Conseil scolaire Viamonde	1.014	1.274
59	Conseil des écoles publiques de l'Est de l'Ontario	1.023	1.158
60.1	Conseil scolaire de district catholique des Grandes Rivières	1.016	1.091
60.2	Conseil scolaire de district catholique Franco-Nord	1.111	1.098
61	Conseil scolaire de district catholique du Nouvel-Ontario	1.000	1.041
62	Conseil scolaire de district catholique des Aurores boréales	1.000	1.658
63	Conseil scolaire catholique Providence	1.000	1.232
64	Conseil scolaire catholique MonAvenir	1.020	1.331
65	Conseil scolaire de district catholique de l'Est ontarien	1.000	1.006
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	1.031	1.105

Appendix D: 2022-23 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
5.1	Keewatin-Patricia District School Board	111,123
5.2	Rainy River District School Board	83,185
6.1	Lakehead District School Board	150,111
6.2	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
30.1	Northeastern Catholic District School Board	111,123
30.2	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
33.1	Northwest Catholic District School Board	32,095
33.2	Kenora Catholic District School Board	83,185
34.1	Thunder Bay Catholic District School Board	83,185
34.2	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
60.1	Conseil scolaire de district catholique des Grandes Rivières	178,050
60.2	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: 2022-23 Temporary Accommodation Allocation

DSB	School Board Name	Allocation (\$)
1	District School Board Ontario North East	-
2	Algoma District School Board	39,745
3	Rainbow District School Board	113,955
4	Near North District School Board	-
5.1	Keewatin-Patricia District School Board	-
5.2	Rainy River District School Board	79,489
6.1	Lakehead District School Board	-
6.2	Superior-Greenstone District School Board	-
7	Bluewater District School Board	378,390
8	Avon Maitland District School Board	139,106
9	Greater Essex County District School Board	139,106
10	Lambton Kent District School Board	83,619
11	Thames Valley District School Board	1,669,276
12	Toronto District School Board	317,957
13	Durham District School Board	1,073,106
14	Kawartha Pine Ridge District School Board	596,170
15	Trillium Lakelands District School Board	-
16	York Region District School Board	1,450,681
17	Simcoe County District School Board	2,466,488
18	Upper Grand District School Board	635,915
19	Peel District School Board	810,977
20	Halton District School Board	2,870,129
21	Hamilton-Wentworth District School Board	900,014
22	District School Board of Niagara	914,128
23	Grand Erie District School Board	586,703
24	Waterloo Region District School Board	1,804,547
25	Ottawa-Carleton District School Board	1,768,638
26	Upper Canada District School Board	119,234
27	Limestone District School Board	79,489
28	Renfrew County District School Board	68,496
29	Hastings and Prince Edward District School Board	238,192
30.1	Northeastern Catholic District School Board	-
30.2	Nipissing-Parry Sound Catholic District School Board	19,872
31	Huron-Superior Catholic District School Board	-
32	Sudbury Catholic District School Board	-
33.1	Northwest Catholic District School Board	19,872
33.2	Kenora Catholic District School Board	-
34.1	Thunder Bay Catholic District School Board	-
34.2	Superior North Catholic District School Board	-

DSB	School Board Name	Allocation (\$)
35	Bruce-Grey Catholic District School Board	287,498
36	Huron Perth Catholic District School Board	40,730
37	Windsor-Essex Catholic District School Board	532,952
38	London District Catholic School Board	2,060,112
39	St. Clair Catholic District School Board	488,893
40	Toronto Catholic District School Board	3,312,272
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	59,617
42	York Catholic District School Board	119,234
43	Dufferin-Peel Catholic District School Board	473,980
44	Simcoe Muskoka Catholic District School Board	675,660
45	Durham Catholic District School Board	1,022,134
46	Halton Catholic District School Board	2,557,232
47	Hamilton-Wentworth Catholic District School Board	218,596
48	Wellington Catholic District School Board	99,362
49	Waterloo Catholic District School Board	3,580,628
50	Niagara Catholic District School Board	423,943
51	Brant Haldimand Norfolk Catholic District School Board	278,213
52	Catholic District School Board of Eastern Ontario	99,362
53	Ottawa Catholic School Board	1,689,149
54	Renfrew County Catholic District School Board	-
55	Algonquin and Lakeshore Catholic District School Board	334,012
56	Conseil scolaire de district du Nord-Est de l'Ontario	79,489
57	Conseil scolaire public du Grand Nord de l'Ontario	42,197
58	Conseil scolaire Viamonde	624,649
59	Conseil des écoles publiques de l'Est de l'Ontario	99,362
60.1	Conseil scolaire de district catholique des Grandes Rivières	-
60.2	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	583,089
64	Conseil scolaire catholique MonAvenir	297,788
65	Conseil scolaire de district catholique de l'Est ontarien	19,872
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	516,681

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.

Invitations to the Minister of Education

Openings

School boards are to inform the ministry of ***all project completions*** and invite the Minister of Education to ***all*** openings of:

- New schools
- New additions, including those with new child care spaces, EarlyON Child and Family centres, or community hubs.
- 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 below if the date of your event changes.

To invite the minister to your event:

- Send an email invitation as soon as possible to minister.edu@ontario.ca
- Where appropriate please copy the ministry's regional manager in the Field Services Branch for your area

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. School boards may be asked to delay announcements in order to accommodate the minister or a representative. 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 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.

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 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

Ontario Builds Signage

The Government of Ontario introduced Ontario Builds signage to promote important investments in Ontario's education and child care system.

For Capital Priorities, Early Years Capital and Child Care Capital projects announced in 2019-20 or later, school boards are required to produce and display Ontario Builds signage at the site of construction.

Timelines for Signage Placement on Approved Project Sites

To ensure timely placement of signage school boards are to adhere to the following timelines for placement of signage:

- Projects with Acquired Sites - Signage is required to be installed **within 60 days** of receiving ministry funding approval notification and release of any communication embargo.
- Projects where sites are not currently owned by school boards: Signage is required to be installed **within 60 days** from the date of site acquisition.

Signage Installation Instructions

To create a sign, boards can access the Ontario Builds templates, artwork and visual identity guide at www.ontario.ca/page/ontario-builds-templates. Some examples of project descriptions that boards might use on signs include “New school and child care centre,” “New school,” or “New school addition.”

For Francophone communities, please use the Ontario Builds visual identity guide for French designated areas.

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. Please arrange signage approval from all partners.

Obtaining approval

Before producing a physical sign, email a digital proof to MinistryofEducation@ontario.ca to obtain approval of the design. Please cite the project identification number included in the original ministry approval funding letter.

Once school boards receive design proof approval notification from the ministry, they can arrange production and installation of signs. Boards are responsible for all related costs.

Installing and Maintaining Signs

Once signage is in place, it is required that school boards email a photograph of the installed sign to the ministry at MinistryofEducation@ontario.ca. **Please remember to cite the project identification number included in the ministry funding approval letter.**

Install signs 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 consult appropriate provincial and municipal authorities.

Signs should be posted at all stages of a project and maintained in a good state of repair. This includes before construction work starts and throughout construction. Signs can be removed within six months of the completion of the project.

Contact

For questions or support on the communications protocol and Ontario Builds signage, please email the ministry at 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
Strategic Policy and Planning Division

315 Front Street West, 9th Floor
Toronto ON M7A 0B8

Ministère de l'Éducation
**Division des politiques et de la planification
stratégiques**

315, rue Front Ouest, 9 étage
Toronto (Ontario) M7A 0B8

2022: B05

Date: February 17, 2022

Memorandum To: Directors of Education
Secretary/Treasurers of School Authorities

From: Phil Graham
Assistant Deputy Minister
Strategic Policy and Planning Division

Subject: **2022-23 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 2022-23. These commitments are being released in conjunction with the 2022-23 Grants for Student Needs (GSN) and will support our plan to promote learning recovery, positive mental health, and the growth and development of students across Ontario.

Following two years of disruption due to the COVID-19 pandemic, we remain committed to supporting learning recovery and the health, well-being and safety of students, educators, school staff and the broader community. We are pleased to provide funding continuity through PPF for programs that have the greatest impact in the classroom and on students.

The PPF is supplemental to the GSN and is reviewed and assessed by the ministry each year.

Learning Recovery Supports

In response to the disruption caused by the pandemic, the ministry has released its five-point plan to support learning recovery and support student mental health and well-being. Details on this plan can be found in memorandum [2022: B02 Learning Recovery Action Plan](#), including expanded summer learning opportunities and a comprehensive tutoring supports program.

Board-delivered Expanded Summer Learning (\$10.12M)

The ministry will continue to make summer learning opportunities available including credit, upgrading and non-credit courses funded through the Grants for Student Needs (GSN). In addition, \$10.12 million in PPF is being made available to school boards for the following expanded summer learning supports for students.

Summer Learning for Students with Special Education Needs – School board allocations in Appendix A

The ministry will provide \$10 million for the 2022-23 school year school boards to deliver transition programs and additional staffing during the summer for students with special education needs.

Summer Learning for First Nation Students

The ministry will provide \$0.12 million to support school boards in covering the cost of First Nation students enrolling in school board summer learning opportunities in Summer 2022. This includes:

- First Nation students over the age of 21, who are already enrolled in a school of a school board through the Reciprocal Education Approach (REA) or through an Education Services Agreement (ESA)
- Students who will be registering with the school board in September 2022 and;
- Students, including those over the age of 21, who attend First Nation/federally-operated schools both on- and off-reserve.

Additionally, funding will continue to be available for summer learning programming focused on literacy and numeracy administered by third parties such as the Council of Ontario Directors of Education, Frontier College and Centre Franco's Eurêka!.

Tutoring Supports Program (\$175.2M) – School board allocations in Appendix A

In order to address the impacts of the COVID-19 pandemic, the ministry is making an historic investment of approximately \$175 million over the current and next school year for a new Tutoring Supports Program to be administered by school boards. Boards will receive amended 2021-22 PPF transfer payment agreements (TPAs) with 50% of the allocation to be spent by August 31, 2022. The remaining 50% will be included in 2022-23 school board PPF TPAs at the start of the school year. Program implementation can begin immediately and must begin no later than the first week of April based on the following criteria:

- An average group size of 5 students
- Smaller average group size, including 1:1 individual tutoring, for students who would benefit from more attention based on student need
- Options will be provided to students to access tutoring during a variety of time slots to meet student need (i.e., before and after school, during the school day, on weekends, and during the summer)
- Tutoring programs will prioritize math and literacy and other foundational learning skills
- Programs may be offered in collaboration with community partners

Additional parameters will be provided in the Tutoring Supports schedule of school board PPF TPAs.

Professional Assessments and Reading Intervention Programs (\$25.00M)

This funding will support school boards to provide reading intervention programs and conduct professional assessments to support struggling readers and address learning recovery following COVID-19-related disruption. In order to support immediate student needs, these funds will be made available for the remainder of the 2021-22 school year and continue into 2022-23. Additional details will be provided in school board PPF TPAs.

TRANSFERS TO GSN FOR THE 2022-23 SCHOOL YEAR

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 2022-23. Additional details regarding these allocations can be found in the 2022-23 GSN B memo:

1. Parents Reaching Out Grants – \$2.4 million
2. Implementation of French-Language Aménagement linguistique Initiatives and Strategies to Retain and Engage Students – \$120,000
3. Well-Being and Positive School Climates Allocation (formerly Well-Being and Mental Health Bundle – \$3.0 million
4. Learning and Innovation Fund for Teachers (LIFT) – \$3.5 million

In addition, some 2021-22 COVID-19 PPF supports have been transferred to the 2022-23 GSN and further details can be found in memorandum [2022: B03 Grants for Student Needs Funding \(GSN\)](#).

2022-23 PPF ALLOCATIONS

The PPF will provide over \$355 million in funding to education partners for the 2022-23 school year, in addition to \$175 million for Tutoring Support referenced above.

To facilitate school boards' budget planning for 2022-23, the ministry is confirming approximately \$144.17 million of PPF to school boards and school authorities to support ministry priorities. Within this amount:

- \$ 70.46 million is allocated by program **and** by school board in this memorandum (**see Appendix A**); and
- \$ 73.71 million has been allocated by program, with school board allocations to be confirmed later in the year.

PPF PROGRAM ALLOCATIONS

PPF priority themes are outlined in the following table, with further program details below:

Key Priority	Objective	Amount
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 policy</i> .	\$1.20M
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.	\$43.30M
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.	\$7.99M
Special Education	To improve support for children and youth with special education needs and their families and educators.	\$7.48M
Student Pathways	To support students as they transition to postsecondary destinations, including apprenticeship, college, university, and the workplace.	\$20.44M
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.	\$36.15M
System Support	To provide support to the education system, including teacher professional learning.	\$21.00M

Descriptions of the initiatives under these PPF themes are below. Where available at this time, school board allocations are provided in Appendix A. Other board allocations will be confirmed at a later date.

French-Language Education

Board Math Learning Leads (\$1.2M) – School board allocations in Appendix A

French-language funding for board-based Math Learning Leads. Other projects also support student success and well-being through the development of innovative literacy and numeracy resources or student- and teacher-focused initiatives, for example.

Indigenous Education

Indigenous Graduation Coach (\$3.92M) – School board allocations in Appendix A

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 between the First Nation school system and the provincial school system or into post-secondary education, training or labour market opportunities.

“Anishinaabemodaa” 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.

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.

First Nation School Support Program (\$0.21M) – School board allocations in Appendix A

Keewatin Patricia District School Board (KPDSB) seconded 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.

Math

Math Strategy (\$39.30M) – 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 student achievement in math and the implementation of the de-streamed Grade 9 math course and the elementary math curriculum. School-based math learning facilitators are a targeted support for schools demonstrating the greatest need.

Math Strategy – Additional Qualifications (\$4.00M)

Funding for school boards to subsidize Additional Qualifications (AQ) courses in math for educators. 2022-23 will be year four of a \$20 million allocation over five-years. This program is application-based. To receive this funding, boards are asked to submit an [application](#) by **June 30, 2022**. Teachers who have completed any of the eligible courses between September 1, 2022 to August 31, 2023 are eligible for this subsidy.

Subsidy will cover the full amount of the AQ, up to a maximum of six hundred and fifty dollars (\$650). If the total funding requested from all school boards exceeds the \$4 million allocation, the ministry will consider the number of teachers in each board to determine the final funding amounts.

Mental Health and Well-Being

School Mental Health Ontario (SMH-ON) (\$6.50M) – School board allocation 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 2022-23 to provide implementation support to all 72 district school boards through clinical expertise, evidence-based resources/practical tools for educators, the delivery of consistent professional learning to school-based mental health clinicians and cross-sectoral work with partners in other sectors to ensure alignment with the broader provincial system of mental health services.

Health Resources, Training and Supports (\$1.29M) – School board allocations in Appendix A

This funding is used to develop new resources and supports, and to deliver local training to principals/vice-principals, educators and other school staff related to current and emerging health and safety issues. In past years, this has included supports connected to cannabis use, vaping, gaming, and nutrition. For school year 2022-23, school boards are encouraged to continue using funds to support effective implementation the ministry's Policy Program Memorandum (PPM) on anti-sex trafficking.

Physical Activity Through Cricket (\$0.20M)

Application-based funding to encourage a maximum number of students to learn, try, practice and compete in cricket through the school setting. With the rapid increase in participation and popularity of cricket in the province, it is important to provide quality opportunities for youth to learn about cricket and be involved in organized sport. The goal of this program is for representation across all genders, including providing a supportive environment for girls to

participate in physical activity.

Period Poverty: Enhanced Student Access to Menstrual Products (in-kind provision of supplies)

This initiative provides free menstrual products to school boards to distribute to schools. Providing all students who menstruate with convenient access to free period products supports their full participation in school activities, reduces stigma and promotes gender equality.

Special Education

Supporting Students with Special Education Needs/ Students with Disabilities (\$6.00M)

Application-based funding for school boards to implement initiatives to prevent and remove accessibility barriers experienced by students with special education needs and/or disabilities. Applications would be submitted to fund projects that related to Awareness & Training, Curriculum-Instruction-Assessment, Digital Learning & Technology, and Organizational Barriers.

Special Education Additional Qualification (AQ) Subsidy for Educators (\$1.00M) – School board allocations in Appendix A

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

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

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

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 SHSM sectors identified as having the strongest focus on technological education and the skilled trades. A call for applications was issued on January 21, 2022 and applications for 2022-23 funding are being submitted by school boards in February 2022. 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 second of the three-year expansion; boards may choose to apply for this funding in any or all of the three years. The Skills Development and Apprenticeship Branch (SDAB) will notify boards of their approved expansion funding amounts by the end of March via an email to Directors of Education. Feedback on expansion funding applications will also be visible on the SHSM online reporting site (Enhanced Data Collection Solution – EDCS) near that time.

Experiential Professional Learning in the Skilled Trades for Guidance Teacher-Counsellors (\$3.00M)

This new funding for school boards is to coordinate and provide experiential professional learning opportunities for all guidance teacher-counsellors to develop an enhanced understanding of the skilled trades and apprenticeship pathway and the benefits of the skilled trades as a career. The professional learning activities should be experiential in nature, a minimum of a half-day throughout the school year and developed/provided in partnership with local skilled trades employers and organizations. This year will be the first of three years of funding, and board allocations will be included in 2022-23 school board PPF TPAs at the start of the school year.

Entrepreneurship Education Pilot Projects (\$1.80M) – School board allocations in Appendix A

This new funding for school boards is to provide innovative pilot projects that promote entrepreneurship education for secondary students and are developed/provided in partnership with local third-party organizations that have expertise in entrepreneurship, for example, local Chambers of Commerce. Projects related to STEM and/or the skilled trades are encouraged, and 50 per cent of funding must be dedicated to providing students' seed funding for their entrepreneurial projects/ideas. Local and provincial events showcasing students' entrepreneurial projects/ideas will take place in Spring 2023. This year will be the first of three years of funding.

Recognition of Experiential Learning Credit (RELC) Pilot (\$1.00M)

The ministry will pilot experiential learning programs in select boards that support students to gain important job and life skills outside of the classroom. Additional information will be forthcoming.

The Skilled Trades Bursary Program (\$1.00M) – School board allocations in Appendix A

The Skilled Trades Bursary Program provide bursaries to students who have earned or are earning 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. This is the second year of funding for this pilot program. This year, in response to feedback from Year 1 of the pilot, funding will be distributed to all boards and boards that participated last year will see a change in previous funding.

The Learn and Work Bursary Program (\$0.44M) – School board allocations in Appendix A

The Learn and Work Bursary Program provide bursaries to historically underserved students in a subset of school boards who are enrolled in a cooperative education program and have financial and other barriers to completing the OSSD. Eligible students would be identified by guidance teams based on the selection criteria.

Supporting Student Potential

Early Intervention in Math for Students with Special Education Needs (\$8.32M) – School board allocations in Appendix A

The funding is intended to support school boards in implementing early interventions in Math for students with special education needs. Funding may be used to support elementary students with a goal of increasing student engagement, preventing learning gaps, and supporting students to prepare for de-streamed Grade 9 math.

Focus on Youth (FOY) (\$7.65M)

The Focus on Youth program provides learning and employment opportunities for youth in select low-income neighbourhoods who face challenges that hinder their learning, achievement and full participation in school, and barriers to employment due to circumstances directly linked to systemic inequality, racism and discrimination and their lived experiences of socio-economic disadvantage. Participating school boards collaborate with community organizations to deliver initiatives aimed at promoting engagement by offering youth employment/leadership opportunities, including by hiring youth to facilitate pro-social activities for younger students in their communities where such opportunities are limited.

Transportation and Stability Supports for Children and Youth in Care (\$6.60M)

This funding is intended to improve the educational experience and outcomes of children and youth in care by ensuring positive and stable connections to school, school supports and learning opportunities during times of instability and transition. The program promotes mental health, well-being and positive educational experiences by providing transportation to support a stable school experience and ensures that the unique identities of children and youth in care are supported by community and cultural connections, positive relationships with peers and caring adults at their school.

Graduation Coach Program for Black Students (\$4.11M)

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 by hiring graduation coaches with lived experience and connections to Black communities to provide direct support and mentorship to Black students, with the assistance of school staff and school board leadership.

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.

De-Streaming Implementation Supports Program (\$3.00M) – School board allocations in Appendix A

This is a continuation of funding to support the implementation of de-streamed Grade 9. The focus of this funding is to prepare Grade 8 students for their transition to Grade 9, and support Grade 9 students to be successful in the de-streamed Grade 9 program and prepare for their transition to Grade 10 and the senior program. Funding can be used to support the learning needs of Grade 8 and 9 students, capacity building for Grade 8 to 10 educators, planning for Indigenous students who are transitioning/have transitioned from First Nations elementary schools, and student and family information sessions and workshops.

Demographic Data Gathering (\$2.50M)

This funding supports school boards in collecting and analyzing demographic data to gain a clearer understanding of who Ontario students and staff are, to enable school and system leaders to more precisely apply resources to support student success and better-informed hiring decisions.

Keeping Students in School (\$0.60M) – School board allocations in Appendix A

Pilot to support select school boards to examine their discipline practices, with the goal of addressing discipline disproportionality. This pilot project has been designed to develop promising practices with a focus on identifying structural inequities related to discipline in schools, including suspensions and expulsions. The pilot includes a series of system/school leaders' working sessions, focused on principals and superintendents as equity leaders and a series of in-school ministry-supported learning sessions for school teams. Schools will critically examine and change conditions that lead to suspension/expulsion practices. School and system leaders will work on enhancing their skills for working with marginalized students, families and staff so that decisions related to addressing student behaviour are fair and equitable.

Broadening Horizons (\$0.13M)

This funding is intended to deepen school boards' capacity to address equity and human rights priorities, and target barriers that limit student success in schools, particularly in rural and northern boards.

System Support

Connectivity at Schools Program (CASP) (\$20.00M)

This is the second year of the CASP. The ministry is providing funding to school boards to support connectivity infrastructure-related projects to support online learning based on applications received. The CASP program (totalling \$40.00M over two years) will ensure that students and teachers can continue to seamlessly participate in secure, online and remote learning and support local challenges with in-school internet connectivity. Funding has been distributed to school boards based on applications received in the 2021-22 school year for multi-year projects.

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.

TRANSFER PAYMENT ADMINISTRATION

For the upcoming school year, the ministry will continue to provide school boards with integrated (multi-project) Transfer Payment Agreements (TPAs) through Transfer Payment Ontario (TPON), the centralized digital system for government transfer payments.

The ministry is continuing to implement a phased approach in the adoption of TPON, to enable further efficiencies in the administration and management of TPAs. We appreciate your support in successfully completing the first phase: establishing PPF TPA access and execution through TPON, in 2021-22.

Reporting will be the next phase added to TPON. School boards should expect report-backs for 2022-23 PPF TPAs will be migrated to this digital system. Reduction and/or streamlining of reporting requirements will be a particular focus of this new phase. Boards will be able to access, complete, and submit PPF reporting requirements through TPON. Further details on this reporting approach, including any relevant training, will be provided in fall 2022.

2022-23 PPF contracts will be released on TPON in September 2022. To access and approve PPF TPAs, school board staff must have registered accounts on the TPON system. Additional details on how to create an account on TPON can be found in **Appendix B**.

For further inquiries related to TPON, please contact EDU-PPF-FPP@ontario.ca.

2021-22 PPF FUNDS

Given additional COVID-19 related investments to support students in the 2021-22 school year, repurposing of 2021-22 PPF will not be permitted.

All PPF funds should be spent for the original purpose intended and articulated in signed transfer payment agreements. Unspent funds from 2021-22 PPF must be recovered by the ministry and will not be available for repurposing or carrying forward.

NEXT STEPS

If you require further information about 2022-23 PPF initiatives, please contact your ministry program contacts or the office of the Assistant Deputy Minister responsible for the program.

The ministry acknowledges the ongoing and extraordinary work of school board teams to support students, families and the broader community, especially while navigating the unique challenges of the recent school years. Working together, we are supporting Ontario's children and students to maximize their performance and well-being.

Phil Graham
Assistant Deputy Minister
Strategic Policy and Planning Division

ATTACHMENTS

Appendix A – School Board Funding Allocations

Appendix B – Transfer Payment Ontario (TPON) Registration and FAQ

- 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 - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Algoma District School Board		
	De-streaming Implementation Supports	\$ 0.0281
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1106
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0098
	Indigenous Graduation Coach	\$ 0.1154
	Learn and Work Bursary Program	\$ 0.0200
	Math Strategy	\$ 0.4935
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0091
	Summer Learning Special Education Supports	\$ 0.0974
	Tutoring Supports*	\$ 0.8115
Algoma District School Board Total		\$ 1.7264
Algonquin & Lakeshore Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0284
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1107
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0088
	Math Strategy	\$ 0.3945
	Skilled Trades Bursary Program	\$ 0.0120
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0095
	Summer Learning Special Education Supports	\$ 0.1007
	Tutoring Supports*	\$ 0.9937
Algonquin & Lakeshore Catholic District School Board Total		\$ 1.6783
Avon Maitland District School Board		
	De-streaming Implementation Supports	\$ 0.0311
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1109
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0105
	Indigenous Graduation Coach	\$ 0.1154
	Math Strategy	\$ 0.2740
	Skilled Trades Bursary Program	\$ 0.0120
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0104
	Summer Learning Special Education Supports	\$ 0.1083
	Tutoring Supports*	\$ 1.2704
Avon Maitland District School Board Total		\$ 1.9630

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Bluewater District School Board		
	De-streaming Implementation Supports	\$ 0.0319
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1111
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0111
	Indigenous Graduation Coach	\$ 0.1154
	Learn and Work Bursary Program	\$ 0.0200
	Math Strategy	\$ 0.5095
	Skilled Trades Bursary Program	\$ 0.0120
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0111
	Summer Learning Special Education Supports	\$ 0.1139
	Tutoring Supports*	\$ 1.4331
Bluewater District School Board Total		\$ 2.3891
Brant Haldimand Norfolk Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0284
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1107
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0077
	Math Strategy	\$ 0.2350
	Skilled Trades Bursary Program	\$ 0.0120
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0094
	Summer Learning Special Education Supports	\$ 0.0997
	Tutoring Supports*	\$ 0.9438
Brant Haldimand Norfolk Catholic District School Board Total		\$ 1.4667
Bruce-Grey Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0231
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1103
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0037
	Math Strategy	\$ 0.1715
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0077
	Summer Learning Special Education Supports	\$ 0.0854
	Tutoring Supports*	\$ 0.4014
Bruce-Grey Catholic District School Board Total		\$ 0.8242

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Catholic District School Board of Eastern Ontario		
	De-streaming Implementation Supports	\$ 0.0303
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1108
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0101
	Keeping Students in School	\$ 0.0463
	Math Strategy	\$ 0.3465
	Skilled Trades Bursary Program	\$ 0.0120
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0100
	Summer Learning Special Education Supports	\$ 0.1048
	Tutoring Supports*	\$ 1.1597
Catholic District School Board of Eastern Ontario Total		\$ 1.8506
Centre Jules-Léger Consortium		
	De-streaming Implementation Supports	\$ 0.0025
	Early Intervention in Math for Students with Special Education Needs	\$ 0.0550
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Math Strategy	\$ 0.0590
	Skilled Trades Bursary Program	\$ 0.0030
	Tutoring Supports*	\$ 0.0076
Centre Jules-Léger Consortium Total		\$ 0.1371
Conseil des écoles publiques de l'Est de l'Ontario		
	De-streaming Implementation Supports	\$ 0.0315
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1111
	Entrepreneurship Education Pilot Projects	\$ 0.0300
	Health Resources, Training and Supports	\$ 0.0122
	Skilled Trades Bursary Program	\$ 0.0120
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0110
	Summer Learning Special Education Supports	\$ 0.1131
	Tutoring Supports*	\$ 1.4689
	Math Strategy / Board Math Learning Leads	\$ 0.3021
Conseil des écoles publiques de l'Est de l'Ontario Total		\$ 2.0919
Conseil scolaire catholique MonAvenir		
	De-streaming Implementation Supports	\$ 0.0322
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1110
	Entrepreneurship Education Pilot Projects	\$ 0.0300
	Health Resources, Training and Supports	\$ 0.0135
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0107
	Summer Learning Special Education Supports	\$ 0.1120
	Tutoring Supports*	\$ 1.4841
	Math Strategy / Board Math Learning Leads	\$ 0.3378
Conseil scolaire catholique MonAvenir Total		\$ 2.1423

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Conseil scolaire catholique Providence		
	De-streaming Implementation Supports	\$ 0.0262
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1106
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0080
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0090
	Summer Learning Special Education Supports	\$ 0.0964
	Tutoring Supports*	\$ 0.8386
	Math Strategy / Board Math Learning Leads	\$ 0.2865
Conseil scolaire catholique Providence Total		\$ 1.4063
Conseil scolaire de district catholique de l'Est ontarien		
	De-streaming Implementation Supports	\$ 0.0273
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1107
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0086
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0092
	Summer Learning Special Education Supports	\$ 0.0986
	Tutoring Supports*	\$ 0.8950
	Math Strategy / Board Math Learning Leads	\$ 0.2739
Conseil scolaire de district catholique de l'Est ontarien Total		\$ 1.4543
Conseil scolaire de district catholique des Aurores boréales		
	De-streaming Implementation Supports	\$ 0.0205
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1101
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0025
	Skilled Trades Bursary Program	\$ 0.0100
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0067
	Summer Learning Special Education Supports	\$ 0.0769
	Tutoring Supports*	\$ 0.0770
	Math Strategy / Board Math Learning Leads	\$ 0.2268
Conseil scolaire de district catholique des Aurores boréales Total		\$ 0.5405

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Conseil scolaire de district catholique des Grandes Rivières		
	De-streaming Implementation Supports	\$ 0.0240
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1103
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0069
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0079
	Summer Learning Special Education Supports	\$ 0.0875
	Tutoring Supports*	\$ 0.4730
	Math Strategy / Board Math Learning Leads	\$ 0.2672
Conseil scolaire de district catholique des Grandes Rivières Total		\$ 1.0078
Conseil scolaire de district catholique du Centre-Est de l'Ontario		
	De-streaming Implementation Supports	\$ 0.0382
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1116
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0147
	Skilled Trades Bursary Program	\$ 0.0130
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0133
	Summer Learning Special Education Supports	\$ 0.1329
	Tutoring Supports*	\$ 2.2511
	Math Strategy / Board Math Learning Leads	\$ 0.3311
Conseil scolaire de district catholique du Centre-Est de l'Ontario Total		\$ 2.9259
Conseil scolaire de district catholique du Nouvel-Ontario		
	De-streaming Implementation Supports	\$ 0.0244
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1104
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0079
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0081
	Summer Learning Special Education Supports	\$ 0.0887
	Tutoring Supports*	\$ 0.5522
	Math Strategy / Board Math Learning Leads	\$ 0.2726
Conseil scolaire de district catholique du Nouvel-Ontario Total		\$ 1.0952

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Conseil scolaire de district catholique Franco-Nord		
	De-streaming Implementation Supports	\$ 0.0221
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1102
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0037
	Indigenous Graduation Coach	\$ 0.1154
	Skilled Trades Bursary Program	\$ 0.0100
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0072
	Summer Learning Special Education Supports	\$ 0.0808
	Tutoring Supports*	\$ 0.2300
	Math Strategy / Board Math Learning Leads	\$ 0.2386
Conseil scolaire de district catholique Franco-Nord Total		\$ 0.8278
Conseil scolaire de district du Nord-Est de l'Ontario		
	De-streaming Implementation Supports	\$ 0.0213
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1101
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0037
	Indigenous Graduation Coach	\$ 0.1154
	Skilled Trades Bursary Program	\$ 0.0100
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0071
	Summer Learning Special Education Supports	\$ 0.0797
	Tutoring Supports*	\$ 0.1942
	Math Strategy / Board Math Learning Leads	\$ 0.2377
Conseil scolaire de district du Nord-Est de l'Ontario Total		\$ 0.7992
Conseil scolaire public du Grand Nord de l'Ontario		
	De-streaming Implementation Supports	\$ 0.0220
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1102
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0043
	Skilled Trades Bursary Program	\$ 0.0100
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0072
	Summer Learning Special Education Supports	\$ 0.0809
	Tutoring Supports*	\$ 0.2267
	Math Strategy / Board Math Learning Leads	\$ 0.2436
Conseil scolaire public du Grand Nord de l'Ontario Total		\$ 0.7249

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Conseil scolaire Viamonde		
	De-streaming Implementation Supports	\$ 0.0275
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1108
	Entrepreneurship Education Pilot Projects	\$ 0.0300
	Health Resources, Training and Supports	\$ 0.0120
	Keeping Students in School	\$ 0.0432
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0100
	Summer Learning Special Education Supports	\$ 0.1047
	Tutoring Supports*	\$ 1.1771
	Math Strategy / Board Math Learning Leads	\$ 0.3096
Conseil scolaire Viamonde Total		\$ 1.8359
District School Board of Niagara		
	De-streaming Implementation Supports	\$ 0.0489
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1125
	Entrepreneurship Education Pilot Projects	\$ 0.0300
	Health Resources, Training and Supports	\$ 0.0216
	Math Strategy	\$ 0.4565
	Skilled Trades Bursary Program	\$ 0.0150
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0170
	Summer Learning Special Education Supports	\$ 0.1637
	Tutoring Supports*	\$ 3.3913
District School Board of Niagara Total		\$ 4.2566
District School Board Ontario North East		
	De-streaming Implementation Supports	\$ 0.0251
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1104
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0072
	Indigenous Graduation Coach	\$ 0.2308
	Learn and Work Bursary Program	\$ 0.0200
	Math Strategy	\$ 0.5300
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0082
	Summer Learning Special Education Supports	\$ 0.0907
	Tutoring Supports*	\$ 0.5544
District School Board Ontario North East Total		\$ 1.6077

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Dufferin-Peel Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0836
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1145
	Entrepreneurship Education Pilot Projects	\$ 0.0400
	Health Resources, Training and Supports	\$ 0.0409
	Math Strategy	\$ 0.7825
	Skilled Trades Bursary Program	\$ 0.0230
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0253
	Summer Learning Special Education Supports	\$ 0.2411
	Tutoring Supports*	\$ 6.6003
Dufferin-Peel Catholic District School Board Total		\$ 7.9511
Durham Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0360
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1113
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0126
	Math Strategy	\$ 0.3385
	Skilled Trades Bursary Program	\$ 0.0130
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0122
	Summer Learning Special Education Supports	\$ 0.1237
	Tutoring Supports*	\$ 1.8388
Durham Catholic District School Board Total		\$ 2.5061
Durham District School Board		
	De-streaming Implementation Supports	\$ 0.0749
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1146
	Entrepreneurship Education Pilot Projects	\$ 0.0400
	Health Resources, Training and Supports	\$ 0.0371
	Math Strategy	\$ 0.9990
	Skilled Trades Bursary Program	\$ 0.0190
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0258
	Summer Learning Special Education Supports	\$ 0.2420
	Tutoring Supports*	\$ 6.2922
Durham District School Board Total		\$ 7.8446

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Grand Erie District School Board		
	De-streaming Implementation Supports	\$ 0.0383
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1116
	Entrepreneurship Education Pilot Projects	\$ 0.0300
	Health Resources, Training and Supports	\$ 0.0171
	Indigenous Graduation Coach	\$ 0.2308
	Learn and Work Bursary Program	\$ 0.0210
	Math Strategy	\$ 0.8890
	Skilled Trades Bursary Program	\$ 0.0140
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0134
	Summer Learning Special Education Supports	\$ 0.1329
	Tutoring Supports*	\$ 2.2207
Grand Erie District School Board Total		\$ 3.7188
Greater Essex County District School Board		
	De-streaming Implementation Supports	\$ 0.0481
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1122
	Entrepreneurship Education Pilot Projects	\$ 0.0300
	Health Resources, Training and Supports	\$ 0.0183
	Keeping Students in School	\$ 0.0568
	Learn and Work Bursary Program	\$ 0.0210
	Math Strategy	\$ 0.6795
	Skilled Trades Bursary Program	\$ 0.0150
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0159
	Summer Learning Special Education Supports	\$ 0.1563
	Tutoring Supports*	\$ 3.0962
Greater Essex County District School Board Total		\$ 4.2493
Halton Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0485
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1123
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0167
	Math Strategy	\$ 0.2695
	Skilled Trades Bursary Program	\$ 0.0160
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0161
	Summer Learning Special Education Supports	\$ 0.1564
	Tutoring Supports*	\$ 3.2296
Halton Catholic District School Board Total		\$ 3.8850

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Halton District School Board		
	De-streaming Implementation Supports	\$ 0.0726
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1141
	Entrepreneurship Education Pilot Projects	\$ 0.0300
	Health Resources, Training and Supports	\$ 0.0325
	Math Strategy	\$ 0.4415
	Skilled Trades Bursary Program	\$ 0.0190
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0238
	Summer Learning Special Education Supports	\$ 0.2240
	Tutoring Supports*	\$ 5.6923
Halton District School Board Total		\$ 6.6497
Hamilton-Wentworth Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0423
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1118
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0146
	Math Strategy	\$ 0.4090
	Skilled Trades Bursary Program	\$ 0.0150
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0142
	Summer Learning Special Education Supports	\$ 0.1414
	Tutoring Supports*	\$ 2.5972
Hamilton-Wentworth Catholic District School Board Total		\$ 3.3655
Hamilton-Wentworth District School Board		
	De-streaming Implementation Supports	\$ 0.0557
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1131
	Entrepreneurship Education Pilot Projects	\$ 0.0300
	Health Resources, Training and Supports	\$ 0.0263
	Keeping Students in School	\$ 0.0589
	Learn and Work Bursary Program	\$ 0.0210
	Math Strategy	\$ 1.5885
	School Mental Health Ontario	\$ 6.5000
	Skilled Trades Bursary Program	\$ 0.0160
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0197
	Summer Learning Special Education Supports	\$ 0.1877
	Tutoring Supports*	\$ 4.3720
Hamilton-Wentworth District School Board Total		\$ 12.9890

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Hastings and Prince Edward District School Board		
	De-streaming Implementation Supports	\$ 0.0310
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1109
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0105
	Indigenous Graduation Coach	\$ 0.1154
	Learn and Work Bursary Program	\$ 0.0200
	Math Strategy	\$ 0.5580
	Skilled Trades Bursary Program	\$ 0.0120
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0104
	Summer Learning Special Education Supports	\$ 0.1084
	Tutoring Supports*	\$ 1.2801
Hastings and Prince Edward District School Board Total		\$ 2.2768
Huron-Perth Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0235
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1103
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0044
	Math Strategy	\$ 0.2005
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0077
	Summer Learning Special Education Supports	\$ 0.0854
	Tutoring Supports*	\$ 0.4047
Huron-Perth Catholic District School Board Total		\$ 0.8575
Huron-Superior Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0228
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1103
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0049
	Indigenous Graduation Coach	\$ 0.1154
	Learn and Work Bursary Program	\$ 0.0200
	Math Strategy	\$ 0.3590
	Skilled Trades Bursary Program	\$ 0.0100
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0076
	Summer Learning Special Education Supports	\$ 0.0841
	Tutoring Supports*	\$ 0.3472
Huron-Superior Catholic District School Board Total		\$ 1.0912

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
James Bay Lowlands Secondary School Board		
	De-streaming Implementation Supports	\$ 0.0100
	Early Intervention in Math for Students with Special Education Needs	\$ 0.0550
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0005
	Indigenous Graduation Coach	\$ 0.1154
	Math Strategy	\$ 0.0590
	Skilled Trades Bursary Program	\$ 0.0100
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0017
	Summer Learning Special Education Supports	\$ 0.0192
	Tutoring Supports*	\$ 0.0163
James Bay Lowlands Secondary School Board Total		\$ 0.2971
Kawartha Pine Ridge District School Board		
	De-streaming Implementation Supports	\$ 0.0439
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1122
	Entrepreneurship Education Pilot Projects	\$ 0.0300
	Health Resources, Training and Supports	\$ 0.0200
	Indigenous Graduation Coach	\$ 0.1154
	Keeping Students in School	\$ 0.0527
	Math Strategy	\$ 0.6320
	Skilled Trades Bursary Program	\$ 0.0140
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0159
	Summer Learning Special Education Supports	\$ 0.1521
	Tutoring Supports*	\$ 2.9486
Kawartha Pine Ridge District School Board Total		\$ 4.1368
Keewatin-Patricia District School Board		
	De-streaming Implementation Supports	\$ 0.0236
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1103
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	First Nation School Support Program	\$ 0.2100
	Health Resources, Training and Supports	\$ 0.0055
	Indigenous Graduation Coach	\$ 0.3462
	Learn and Work Bursary Program	\$ 0.0200
	Math Strategy	\$ 0.4460
	Rapid Response Northern Schools Team	\$ 0.8000
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0077
	Summer Learning Special Education Supports	\$ 0.0845
	Tutoring Supports*	\$ 0.3699
Keewatin-Patricia District School Board Total		\$ 2.4546

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Kenora Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0210
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1101
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0021
	Indigenous Graduation Coach	\$ 0.1154
	Math Strategy	\$ 0.1500
	Skilled Trades Bursary Program	\$ 0.0100
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0068
	Summer Learning Special Education Supports	\$ 0.0779
	Tutoring Supports*	\$ 0.1052
Kenora Catholic District School Board Total		\$ 0.6085
Lakehead District School Board		
	De-streaming Implementation Supports	\$ 0.0257
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1105
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0069
	Indigenous Graduation Coach	\$ 0.2308
	Math Strategy	\$ 0.3815
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0087
	Summer Learning Special Education Supports	\$ 0.0943
	Tutoring Supports*	\$ 0.7084
Lakehead District School Board Total		\$ 1.5878
Lambton Kent District School Board		
	De-streaming Implementation Supports	\$ 0.0363
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1113
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0147
	Indigenous Graduation Coach	\$ 0.1154
	Keeping Students in School	\$ 0.0515
	Learn and Work Bursary Program	\$ 0.0210
	Math Strategy	\$ 0.6040
	Skilled Trades Bursary Program	\$ 0.0130
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0121
	Summer Learning Special Education Supports	\$ 0.1228
	Tutoring Supports*	\$ 1.8399
Lambton Kent District School Board Total		\$ 2.9621

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Limestone District School Board		
	De-streaming Implementation Supports	\$ 0.0345
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1112
	Entrepreneurship Education Pilot Projects	\$ 0.0300
	Health Resources, Training and Supports	\$ 0.0138
	Learn and Work Bursary Program	\$ 0.0210
	Math Strategy	\$ 0.6570
	Skilled Trades Bursary Program	\$ 0.0130
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0116
	Summer Learning Special Education Supports	\$ 0.1189
	Tutoring Supports*	\$ 1.6837
Limestone District School Board Total		\$ 2.6948
London District Catholic School Board		
	De-streaming Implementation Supports	\$ 0.0371
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1114
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0126
	Math Strategy	\$ 0.3435
	Skilled Trades Bursary Program	\$ 0.0130
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0125
	Summer Learning Special Education Supports	\$ 0.1256
	Tutoring Supports*	\$ 1.8584
London District Catholic School Board Total		\$ 2.5342
Moose Factory Island District School Area Board		
	De-streaming Implementation Supports	\$ 0.0100
	Early Intervention in Math for Students with Special Education Needs	\$ 0.0550
	Health Resources, Training and Supports	\$ 0.0005
	Math Strategy	\$ 0.1180
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0017
	Summer Learning Special Education Supports	\$ 0.0194
	Tutoring Supports*	\$ 0.0250
Moose Factory Island District School Area Board Total		\$ 0.2296
Moosonee District School Area Board		
	De-streaming Implementation Supports	\$ 0.0100
	Early Intervention in Math for Students with Special Education Needs	\$ 0.0550
	Health Resources, Training and Supports	\$ 0.0005
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0017
	Summer Learning Special Education Supports	\$ 0.0193
	Tutoring Supports*	\$ 0.0228
Moosonee District School Area Board Total		\$ 0.1093

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Near North District School Board		
	De-streaming Implementation Supports	\$ 0.0270
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1106
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0082
	Learn and Work Bursary Program	\$ 0.0200
	Math Strategy	\$ 0.4680
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0090
	Summer Learning Special Education Supports	\$ 0.0965
	Tutoring Supports*	\$ 0.8147
Near North District School Board Total		\$ 1.5851
Niagara Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0351
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1113
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0129
	Math Strategy	\$ 0.2395
	Skilled Trades Bursary Program	\$ 0.0130
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0118
	Summer Learning Special Education Supports	\$ 0.1210
	Tutoring Supports*	\$ 1.7412
Niagara Catholic District School Board Total		\$ 2.3057
Nipissing-Parry Sound Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0221
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1102
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0035
	Indigenous Graduation Coach	\$ 0.1154
	Math Strategy	\$ 0.1880
	Skilled Trades Bursary Program	\$ 0.0100
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0072
	Summer Learning Special Education Supports	\$ 0.0811
	Tutoring Supports*	\$ 0.2322
Nipissing-Parry Sound Catholic District School Board Total		\$ 0.7796

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Northeastern Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0214
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1101
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0035
	Learn and Work Bursary Program	\$ 0.0200
	Math Strategy	\$ 0.2880
	Skilled Trades Bursary Program	\$ 0.0100
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0071
	Summer Learning Special Education Supports	\$ 0.0802
	Tutoring Supports*	\$ 0.1920
Northeastern Catholic District School Board Total		\$ 0.7424
Northwest Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0205
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1101
	Health Resources, Training and Supports	\$ 0.0021
	Math Strategy	\$ 0.1550
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0068
	Summer Learning Special Education Supports	\$ 0.0777
	Tutoring Supports*	\$ 0.1074
Northwest Catholic District School Board Total		\$ 0.4796
Ottawa Catholic School Board		
	De-streaming Implementation Supports	\$ 0.0538
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1128
	Entrepreneurship Education Pilot Projects	\$ 0.0300
	Health Resources, Training and Supports	\$ 0.0243
	Math Strategy	\$ 0.5500
	Skilled Trades Bursary Program	\$ 0.0160
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0183
	Summer Learning Special Education Supports	\$ 0.1763
	Tutoring Supports*	\$ 3.9380
Ottawa Catholic School Board Total		\$ 4.9197

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Ottawa-Carleton District School Board		
	De-streaming Implementation Supports	\$ 0.0739
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1146
	Entrepreneurship Education Pilot Projects	\$ 0.0500
	Health Resources, Training and Supports	\$ 0.0377
	Indigenous Graduation Coach	\$ 0.1154
	Math Strategy	\$ 1.2360
	Skilled Trades Bursary Program	\$ 0.0210
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0260
	Summer Learning Special Education Supports	\$ 0.2412
	Tutoring Supports*	\$ 6.3150
Ottawa-Carleton District School Board Total		\$ 8.2308
Peel District School Board		
	De-streaming Implementation Supports	\$ 0.1340
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1194
	Entrepreneurship Education Pilot Projects	\$ 0.0600
	Health Resources, Training and Supports	\$ 0.0761
	Keeping Students in School	\$ 0.0522
	Math Strategy	\$ 1.5235
	Skilled Trades Bursary Program	\$ 0.0290
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0460
	Summer Learning Special Education Supports	\$ 0.4171
	Tutoring Supports*	\$ 13.3872
Peel District School Board Total		\$ 15.8445
Peterborough Victoria Northumberland and Clarington Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0311
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1109
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0095
	Math Strategy	\$ 0.3270
	Skilled Trades Bursary Program	\$ 0.0120
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0103
	Summer Learning Special Education Supports	\$ 0.1082
	Tutoring Supports*	\$ 1.2975
Peterborough Victoria Northumberland and Clarington Catholic District School Board Total		\$ 1.9265

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Rainbow District School Board		
	De-streaming Implementation Supports	\$ 0.0298
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1108
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0102
	Indigenous Graduation Coach	\$ 0.2308
	Learn and Work Bursary Program	\$ 0.0200
	Math Strategy	\$ 0.5860
	Skilled Trades Bursary Program	\$ 0.0120
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0098
	Summer Learning Special Education Supports	\$ 0.1046
	Tutoring Supports*	\$ 1.0990
Rainbow District School Board Total		\$ 2.2330
Rainy River District School Board		
	“Anishinaabemodaa” Initiative	\$ 1.4085
	De-streaming Implementation Supports	\$ 0.0222
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1101
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0037
	Indigenous Graduation Coach	\$ 0.1154
	Math Strategy	\$ 0.3205
	Skilled Trades Bursary Program	\$ 0.0100
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0070
	Summer Learning Special Education Supports	\$ 0.0796
	Tutoring Supports*	\$ 0.1757
Rainy River District School Board Total		\$ 2.2628
Renfrew County Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0233
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1103
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0051
	Math Strategy	\$ 0.1585
	Skilled Trades Bursary Program	\$ 0.0100
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0078
	Summer Learning Special Education Supports	\$ 0.0860
	Tutoring Supports*	\$ 0.4155
Renfrew County Catholic District School Board Total		\$ 0.8264

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Renfrew County District School Board		
	De-streaming Implementation Supports	\$ 0.0266
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1106
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0070
	Indigenous Graduation Coach	\$ 0.1154
	Math Strategy	\$ 0.2880
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0089
	Summer Learning Special Education Supports	\$ 0.0952
	Tutoring Supports*	\$ 0.7768
Renfrew County District School Board Total		\$ 1.4594
Simcoe County District School Board		
	De-streaming Implementation Supports	\$ 0.0596
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1135
	Entrepreneurship Education Pilot Projects	\$ 0.0300
	Health Resources, Training and Supports	\$ 0.0277
	Math Strategy	\$ 0.7305
	Skilled Trades Bursary Program	\$ 0.0170
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0211
	Summer Learning Special Education Supports	\$ 0.1979
	Tutoring Supports*	\$ 4.6399
Simcoe County District School Board Total		\$ 5.8373
Simcoe Muskoka Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0367
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1114
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0123
	Math Strategy	\$ 0.6735
	Skilled Trades Bursary Program	\$ 0.0130
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0125
	Summer Learning Special Education Supports	\$ 0.1251
	Tutoring Supports*	\$ 1.9310
Simcoe Muskoka Catholic District School Board Total		\$ 2.9356

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
St. Clair Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0262
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1105
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0068
	Math Strategy	\$ 0.2290
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0088
	Summer Learning Special Education Supports	\$ 0.0944
	Tutoring Supports*	\$ 0.7627
St. Clair Catholic District School Board Total		\$ 1.2595
Sudbury Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0251
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1104
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0053
	Keeping Students in School	\$ 0.0510
	Learn and Work Bursary Program	\$ 0.0200
	Math Strategy	\$ 0.1895
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0081
	Summer Learning Special Education Supports	\$ 0.0893
	Tutoring Supports*	\$ 0.5381
Sudbury Catholic District School Board Total		\$ 1.0578
Superior North Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0204
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1100
	Health Resources, Training and Supports	\$ 0.0026
	Math Strategy	\$ 0.2020
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0067
	Summer Learning Special Education Supports	\$ 0.0764
	Tutoring Supports*	\$ 0.0532
Superior North Catholic District School Board Total		\$ 0.4712

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Superior-Greenstone District School Board		
	De-streaming Implementation Supports	\$ 0.0213
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1101
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0034
	Indigenous Graduation Coach	\$ 0.1154
	Learn and Work Bursary Program	\$ 0.0200
	Math Strategy	\$ 0.2630
	Skilled Trades Bursary Program	\$ 0.0100
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0068
	Summer Learning Special Education Supports	\$ 0.0777
	Tutoring Supports*	\$ 0.1074
Superior-Greenstone District School Board Total		\$ 0.7451
Thames Valley District School Board		
	De-streaming Implementation Supports	\$ 0.0791
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1151
	Entrepreneurship Education Pilot Projects	\$ 0.0500
	Health Resources, Training and Supports	\$ 0.0383
	Indigenous Graduation Coach	\$ 0.3462
	Keeping Students in School	\$ 0.0586
	Learn and Work Bursary Program	\$ 0.0220
	Math Strategy	\$ 2.2390
	Skilled Trades Bursary Program	\$ 0.0210
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0279
	Summer Learning Special Education Supports	\$ 0.2561
	Tutoring Supports*	\$ 7.1243
Thames Valley District School Board Total		\$ 10.3775
The Protestant Separate School Board of the Town of Penetanguishene		
	De-streaming Implementation Supports	\$ 0.0100
	Early Intervention in Math for Students with Special Education Needs	\$ 0.0550
	Health Resources, Training and Supports	\$ 0.0005
	Math Strategy	\$ 0.0590
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0017
	Summer Learning Special Education Supports	\$ 0.0195
	Tutoring Supports*	\$ 0.0304
The Protestant Separate School Board of the Town of Penetanguishene Total		\$ 0.1762

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Thunder Bay Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0256
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1104
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0056
	Indigenous Graduation Coach	\$ 0.1154
	Learn and Work Bursary Program	\$ 0.0200
	Math Strategy	\$ 0.1815
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0083
	Summer Learning Special Education Supports	\$ 0.0906
	Tutoring Supports*	\$ 0.6075
Thunder Bay Catholic District School Board Total		\$ 1.1860
Toronto Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0858
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1152
	Entrepreneurship Education Pilot Projects	\$ 0.0600
	Health Resources, Training and Supports	\$ 0.0482
	Learn and Work Bursary Program	\$ 0.0220
	Math Strategy	\$ 1.3500
	Skilled Trades Bursary Program	\$ 0.0220
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0282
	Summer Learning Special Education Supports	\$ 0.2658
	Tutoring Supports*	\$ 7.6634
Toronto Catholic District School Board Total		\$ 9.6606
Toronto District School Board		
	De-streaming Implementation Supports	\$ 0.1912
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1242
	Entrepreneurship Education Pilot Projects	\$ 0.1500
	Health Resources, Training and Supports	\$ 0.1477
	Indigenous Graduation Coach	\$ 0.2308
	Keeping Students in School	\$ 0.0554
	Learn and Work Bursary Program	\$ 0.0280
	Math Strategy	\$ 4.5320
	Skilled Trades Bursary Program	\$ 0.0460
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0660
	Summer Learning Special Education Supports	\$ 0.5975
	Tutoring Supports*	\$ 20.7935
Toronto District School Board Total		\$ 26.9622

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Trillium Lakelands District School Board		
	De-streaming Implementation Supports	\$ 0.0324
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1110
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0115
	Math Strategy	\$ 0.5555
	Skilled Trades Bursary Program	\$ 0.0130
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0107
	Summer Learning Special Education Supports	\$ 0.1126
	Tutoring Supports*	\$ 1.3452
Trillium Lakelands District School Board Total		\$ 2.2119
Upper Canada District School Board		
	De-streaming Implementation Supports	\$ 0.0399
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1117
	Entrepreneurship Education Pilot Projects	\$ 0.0400
	Health Resources, Training and Supports	\$ 0.0214
	Indigenous Graduation Coach	\$ 0.1154
	Math Strategy	\$ 0.9895
	Skilled Trades Bursary Program	\$ 0.0140
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0135
	Summer Learning Special Education Supports	\$ 0.1339
	Tutoring Supports*	\$ 2.2131
Upper Canada District School Board Total		\$ 3.6923
Upper Grand District School Board		
	De-streaming Implementation Supports	\$ 0.0458
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1122
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0194
	Math Strategy	\$ 0.5045
	Skilled Trades Bursary Program	\$ 0.0150
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0158
	Summer Learning Special Education Supports	\$ 0.1542
	Tutoring Supports*	\$ 3.0495
Upper Grand District School Board Total		\$ 3.9364

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Waterloo Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0378
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1116
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0124
	Math Strategy	\$ 0.3460
	Skilled Trades Bursary Program	\$ 0.0130
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0132
	Summer Learning Special Education Supports	\$ 0.1300
	Tutoring Supports*	\$ 2.1719
Waterloo Catholic District School Board Total		\$ 2.8558
Waterloo Region District School Board		
	De-streaming Implementation Supports	\$ 0.0693
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1140
	Entrepreneurship Education Pilot Projects	\$ 0.0300
	Health Resources, Training and Supports	\$ 0.0322
	Keeping Students in School	\$ 0.0583
	Learn and Work Bursary Program	\$ 0.0220
	Math Strategy	\$ 1.1960
	Skilled Trades Bursary Program	\$ 0.0190
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0234
	Summer Learning Special Education Supports	\$ 0.2201
	Tutoring Supports*	\$ 5.6011
Waterloo Region District School Board Total		\$ 7.3855
Wellington Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0259
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1105
	Entrepreneurship Education Pilot Projects	\$ 0.0100
	Health Resources, Training and Supports	\$ 0.0057
	Math Strategy	\$ 0.1890
	Skilled Trades Bursary Program	\$ 0.0110
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0087
	Summer Learning Special Education Supports	\$ 0.0933
	Tutoring Supports*	\$ 0.7062
Wellington Catholic District School Board Total		\$ 1.1603

Appendix A - 2022-23 Priorities and Partnerships Funding (PPF) Allocations

Recipient	Initiative	Total (\$M)
Windsor-Essex Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0369
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1113
	Entrepreneurship Education Pilot Projects	\$ 0.0200
	Health Resources, Training and Supports	\$ 0.0117
	Math Strategy	\$ 0.2770
	Skilled Trades Bursary Program	\$ 0.0130
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0118
	Summer Learning Special Education Supports	\$ 0.1209
	Tutoring Supports*	\$ 1.7445
Windsor-Essex Catholic District School Board Total		\$ 2.3469
York Catholic District School Board		
	De-streaming Implementation Supports	\$ 0.0643
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1131
	Entrepreneurship Education Pilot Projects	\$ 0.0300
	Health Resources, Training and Supports	\$ 0.0266
	Math Strategy	\$ 0.5050
	Skilled Trades Bursary Program	\$ 0.0170
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0194
	Summer Learning Special Education Supports	\$ 0.1889
	Tutoring Supports*	\$ 4.4273
York Catholic District School Board Total		\$ 5.3916
York Region District School Board		
	De-streaming Implementation Supports	\$ 0.1190
	Early Intervention in Math for Students with Special Education Needs	\$ 0.1177
	Entrepreneurship Education Pilot Projects	\$ 0.0500
	Health Resources, Training and Supports	\$ 0.0591
	Math Strategy	\$ 1.0800
	Skilled Trades Bursary Program	\$ 0.0280
	Special Education Additional Qualification (AQ) Subsidy for Educators	\$ 0.0389
	Summer Learning Special Education Supports	\$ 0.3571
	Tutoring Supports*	\$ 10.7900
York Region District School Board Total		\$ 12.6397
Grand Total		\$ 255.6361

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TPON Account Registration

Step 1: Register for a *ONE-key* account

A *ONE-key* or GO Secure account is required to access TPAs on TPON. These accounts are assigned at an individual level. School board staff who typically receive and are responsible for approving (signing off on) TPAs will need to create a *ONE-key* or use an existing GO Secure account (e.g., Directors of Education, Executive Assistants to the Directors, School Business Officials, Secretary/Treasurers of School Authorities, etc.).

Individuals can sign up for a *ONE-key* account using [this link](#). If you already have a *ONE-key* or GO Secure account, you may skip this step.

Step-by-step instructions on how to access Transfer Payment Ontario (TPON) can be found at this link:

<https://www.ontario.ca/page/get-funding-ontario-government#section-3>

Step 2: Ensure organization profiles are complete

Please note - If a profile for your organization already exists, you may skip this step.

Each organization that receives funding from a ministry that uses TPON (formerly Grants Ontario), must have a registered profile in TPON. Only one organization profile per organization should exist.

By logging in with their *ONE-key* or GO Secure ID, users can search for their organization. If a profile exists, they can join the existing organization.

Step-by-step instructions on how to join an organization can be found at this link:

<https://www.ontario.ca/page/get-funding-ontario-government#section-3>

APPENDIX B – Transfer Payment Ontario (TPON) System

If an organization does not have an existing profile set up, users will need the following information to create one:

- Canada Revenue Agency Business Number (CRA BN), if applicable.
- Organization Legal Name: The legal name of your organization is the name printed on official documents (e.g., articles of incorporation, etc.)
- Organization Operating Name: The operating name of your organization is the name commonly used by your clients.
- Information for at least two contacts within the organization.

Step-by-step instructions on how to register an organization can be found at this link:

<https://www.ontario.ca/page/get-funding-ontario-government#section-3>

Technical Requirements for TPON

- Please use Google Chrome to access TPON.
- Please have Adobe Acrobat DC Reader installed on your computer. Adobe Pro is not compatible with TPON.
- Pop-up blocker should be disabled.

For technical assistance, please contact TPON Client Care:

Monday to Friday from 8:30 a.m. to 5:00 p.m. Eastern Standard Time

Telephone: 416-325-6691 or 1-855-216-3090

TTY/Teletypewriter (for the hearing impaired): 416-325-3408 / Toll free: 1-800-268-7095

Email: TPONCC@ontario.ca

Frequently Asked Questions (FAQ)

Why is the ministry adopting this new TPON system?

The ministry has adopted Transfer Payment Ontario (TPON) as a new enterprise-wide system to manage TPAs. The TPON system provides school boards with a centralized digital system for all government transfer payments. This will enable further efficiencies in the administration and management of transfer payments.

How will TPON be used for 2022-23 PPF?

All PPF contracts will be released on the TPON system. For 2022-23, boards will be able to access, complete, and submit PPF reporting requirements through TPON. Further details on this reporting approach will be provided in fall 2022.

Will PPF payments be flowed through TPON? How will PPF payments be flowed?

PPF payments will continue to be administered through regular channels and managed through the Education Financial Information System (EFIS). School boards will not experience a change in the fiscal implementation of 2022-23 PPF transfer payment agreements.

How do I access 2022-23 TPAs?

To access and approve 2022-23 PPF TPAs on TPON, school board staff must have a One-key or GO Secure account. If you need help registering on TPON and/or learning the basic use and functionality of the system, there is a TPON Client Care line (see details below), as well as [online guides and videos](#).

For other inquiries, please contact EDU-PPF-FPP@ontario.ca

Will implementation of PPF programs be impacted by the transition to TPON?

Implementation of approved PPF programs will not be impacted. Ministry program staff and school board staff will continue to work on these programs together.

Who can I contact regarding the transition to TPON?

If you have any questions regarding the transition to the TPON system, please contact EDU-PPF-FPP@ontario.ca

Who can I contact regarding technical issues with TPON?

For technical assistance, please contact TPON Client Care:

Monday to Friday from 8:30 a.m. to 5:00 p.m. Eastern Standard Time

Telephone: 416-325-6691 or 1-855-216-3090

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