

Ministry of Education

Education Labour and Finance Division
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Ministère de l'Éducation

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2019: B14

MEMORANDUM TO: Directors of Education
Senior Business Officials
Secretary/Treasurers of School Authorities

FROM: Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

DATE: April 26, 2019

SUBJECT: *Grants for Student Needs (GSN) Funding for 2019–20*

As a follow-up to the Ministry of Education's memorandum, *2019:B08 Education that Works for You*, I am writing to provide you with further information about the Ministry of Education's GSN funding for 2019–20.

GSN funding for 2019–20 is projected to be \$24.66 billion. The average provincial per-pupil funding is projected to be \$12,246 in 2019–20.

The government is committed to investments that have the greatest impact on the classroom, while ensuring tax dollars are used more effectively. Ten of the thirteen special purpose grants are either maintained or increasing from 2018–19 funding levels. These include, for example, Indigenous Education, Special Education, Languages, Geographic Circumstances, Safe and Accepting Schools, and Student Transportation.

The 2019–20 GSN also reflects funding for increased enrolment, ongoing investments to meet labour agreements, and regular updates to the GSN.

A. CLASS SIZE AND ATTRITION PROTECTION: (\$214 Million)

Class Size

As indicated in 2019:B08, the ministry shared proposed changes to class sizes effective for the 2019–20 school year and also launched the next consultation phase on class size inviting partners to continue this important dialogue ending on May 31, 2019.

To support board planning, the table below re-summarizes the proposed changes, subject to ongoing consultations, labour negotiations and potential legislative changes.

Description	Funded	Regulated
Kindergarten	UNCHANGED - Funded average class size remains at 25.57. Funded Early Childhood Educators (ECE) classroom staffing ratio change from 1.14 FTE to 1.0 FTE; Ministry will provide a new per-pupil amount of \$87.32 per average daily enrolment (ADE) in the Pupil Foundation Grant to support ECE supply costs.	UNCHANGED - Maximum board-wide average remains at 26.0 with a hard cap of 29 (flexibility for 10% of classes to be up to 32 if purpose-built accommodation is not available (this exception will sunset after 2021–2022); if a program will be negatively affected (e.g., French immersion; or where compliance will increase kindergarten/Grade 1 combined classes).
Primary (Grades 1 to 3)	UNCHANGED - Funded average class size remains at 19.8.	UNCHANGED - Board-wide cap remains at 20.0 (flexibility for 10% of classes to be up to 23).
Intermediate (Grades 4 to 8)	Funded average class size adjusted from 23.84 to 24.5.	Maximum board-wide average adjusted to 24.5 for all school boards.
Secondary (Grades 9 to 12)	Funded average class size adjusted from 22.0 to 28.0.	Maximum board-wide average adjusted to 28.0.

Other Impacts Resulting from Class Size Changes

- The secondary programming amount of 1.02 staff per 1,000 ADE will no longer be provided, effective September 2019. It is projected that the impact of removing the secondary programming amount from the Pupil Foundation Grant will be approximately \$52 million; this amount is included in the estimated class size impact for the 2019–20 school year, along with other related impacts.
- The Supported Schools Allocation benchmarks are being updated to reflect the changes to class size.

- To align with the proposed changes to secondary class size and to reflect other data updates, the Supplementary Area Factor for school facility operations, within the School Facility Operations and Renewal Grant, will be updated. These changes would be phased in over five years. Additional details will be provided in a subsequent memorandum.

Attrition Protection

The ministry is introducing a new Attrition Protection Allocation (within the Cost Adjustment and Qualifications and Experience Grant) for up to four years to protect front-line staff impacted by the proposed changes to class sizes and e-learning; allowing school boards to phase in the proposed class sizes.

Through this four-year attrition protection, funding will be provided to top-up school boards where the change in funded classroom teachers exceeds the actual attrition and other voluntary leaves. Information on how this is calculated will be available in EFIS.

With this support in place, it is expected that school boards will not lay-off teachers associated with the proposed changes to class sizes and e-learning.

Other key elements of the attrition protection funding include:

- **School board forecast protection** to address situations where actual attrition is higher than the school board's forecasts; and,
- **An additional 5 per cent attrition protection** to further support the staffing complement for the continuity of STEM and specialized programming. This means boards are being provided with 105 per cent attrition protection funding.

For more information, please refer to *2019: SB02 Key Planning Details for Attrition Protection*.

B. SPECIAL EDUCATION

Behaviour Expertise Amount: \$15.2 million

The ministry is investing \$15.2 million in the Behaviour Expertise Amount allocation, an increase of approximately one hundred per cent over 2018–19. This investment will allow school boards to hire more professional staff at the board level who have expertise in Applied Behaviour Analysis (ABA) and to double the training opportunities that will build school board capacity in ABA.

This investment will increase the:

- ABA Expertise Professionals Amount to a total of \$24.4 million; and the
- ABA Training Amount to a total of \$6.0 million.

C. OTHER GRANTS FOR STUDENT NEEDS FUNDING CHANGES

There will also be changes made to the GSN in the following areas:

Local Priorities Fund (LPF)

The LPF, first established in 2017–18 during the last round of collective bargaining, expires on August 31, 2019. Whether the funding for staffing is extended is an issue subject to the upcoming central collective bargaining process.

The investments related to adult day school teachers will be transferred to the Continuing Education and Other Programs Grant.

Cost Adjustment Allocation – Base Amount: (\$36 Million)

The base amount of the Cost Adjustment Allocation, providing supplemental funding for education worker benchmarks, has been discontinued for the 2019–20 school year.

Human Resource Transition Supplement: (\$10 Million)

The Human Resource Transition Supplement, provided to assist school boards in managing the negotiated 2017–19 central collective agreements, expires on August 31, 2019.

D. CAPITAL

Details of all capital funding programs, including board-by-board allocations, will be provided in the coming weeks in a separate memorandum.

School Renewal Funding

For the 2019–20 school year, the ministry continues to invest \$1.4 billion in funding to support the repair and renewal of school facilities. This includes:

- School Condition Improvement (SCI): \$1 billion in funding towards SCI, which will allow boards to revitalize and renew aged building components that have exceeded or will exceed their useful life.
- School Renewal Allocation (SRA): An additional \$40 million in capital funding towards SRA, which will allow boards to address the renewal needs of their schools and undertake capital improvements to older buildings.

Investments in school renewal will allow school boards to continue to address facility condition, provide healthy and safe learning environments, and address energy efficiency and accessibility requirements of their school facilities.

Update on School Construction Programs

Further details regarding the launch of the next round of Capital Priorities including child care, will be included in a separate memorandum to follow.

E. STUDENT TRANSPORTATION

Stabilization funding will be provided to school boards that run efficient transportation operations but for which the costs of student transportation exceed the funding provided for that purpose. This funding will be provided in 2019–20 based on boards' 2018–19 transportation deficits while the Ministry of Education undertakes a review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario.

F. KEEPING UP WITH COSTS: \$52 Million

The GSN has been updated to assist school boards in managing increases to transportation, electricity, and other non-staff school operations costs. In 2019–20, the projected investment is \$52 million:

- The Student Transportation Grant will be increased by 4 per cent to help boards manage increased costs. As in previous years, this update will be netted against a school board's transportation surplus. In addition, funding adjustments due to fuel price changes will continue to be triggered by the fuel escalation and de-escalation mechanism throughout the school year.
- The ministry will also provide a 2 per cent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist boards in managing the increases in commodity prices (electricity, natural gas, facility insurance, and other costs).

G. ONGOING IMPLEMENTATION AND OTHER CHANGES

In 2019–20, the ministry will continue to implement GSN reforms that began in prior years. A list of these reforms as well as other in-year changes can be found below.

School Foundation Grant (SFG) Definition Change Funding Impacts

This is the third year of a four-year phase-in of the funding impacts of the new SFG definition of a school, based on campus. A campus is defined as property or properties which are owned, leased or rented by a school board, that are linked by a contiguous property line. This change includes funding impacts on other grants in the GSN that are based on the SFG definition of a school.

Retirement Gratuities

This is the eighth year of a 12 year phase-out of the retirement gratuities resulting in a reduction in the benefits funding benchmarks. This 0.167 per cent reduction will be applied to the benefits benchmarks in the Foundation Grants with equivalent adjustments to the benchmarks in the Special Purpose 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 2019–20. This recovery, which began in 2016–17, will be over the number of years' equivalent to 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 boards reported a one-time gain in the early payout of retirement gratuities in 2015–16.

Salary Increases

The ministry will provide a 1 per cent salary benchmark increase for staff¹ in 2019–20, to reflect the 2017–19 central labour agreements.

Reciprocal Education Approach (REA)

As you know, the ministry continues to engage with the Education Service Agreement and Reverse Education Service Agreement (ESA/RESA) Working Group regarding the REA. This approach is intended to improve access and reduce barriers for First Nation students who wish to attend First Nation schools or provincially funded schools, and for students transitioning between school systems.

The focus of this work over the coming months is the development of a regulatory framework to support the legislative amendments made to the *Education Act* in April 2018. These amendments and related regulatory changes will come into effect September 1, 2019. More details will be communicated in the coming months.

As we move forward with the proposed regulatory amendments to implement the REA, we continue to strongly encourage school boards to begin discussions with First Nation communities and education authorities interested in developing ESAs and/or RESAs.

For planning purposes, school boards should also be mindful that if there is sufficient demand expressed (i.e., a minimum number of pupils enroll in the course) the ministry expects that school boards will offer Indigenous languages and studies courses (which are funded through the Pupil Foundation and the Indigenous Education Grants within the GSN).

Rural and Northern Education Funding (RNEF) – Schools List

As a reminder, school boards continue to be required to spend RNEF funding using the List of Schools Eligible for Rural and Northern Education Fund Allocation:

<http://www.edu.gov.on.ca/eng/policyfunding/funding.html>. School boards may modify this list by passing a board motion.

School boards must submit to the ministry, by June 14, 2019, the list of all the additional schools approved by board motion. Please submit these board motions along with the list of these additional schools to EDULABFINANCE@ontario.ca, including the school

¹ Does not include directors of education or senior administration staff. Funding for principal and vice-principal salary increases are provided separately. More details will be available in the Technical Paper.

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.**

For more information on any of these items, please refer to the Technical Paper, available soon on the ministry’s website.

H. INTERNATIONAL STUDENT RECOVERY AMOUNT (ISRA)

Beginning in 2019–20, a school board’s total GSN operating grants shall be reduced by an amount equal to a flat fee of \$1,300 multiplied by the international student enrolment, pro-rated where the students are not full-time.

School boards continue to be responsible for setting tuition fee amounts for international students per the tuition fees regulation which sets the minimum amount that must be charged to non-resident students.

I. MODERNIZATION OF SCHOOL BOARDS AND SCHOOL AUTHORITIES

The government is committed to ensuring that every dollar spent in the classroom is having the greatest impact on student achievement. This involves looking at all aspects of the education system, including school board operations, while respecting the four publicly funded education systems in Ontario. The Ministry of Education will be undertaking a thorough review of how boards can conduct their operations in the most efficient manner to best serve students and parents while ensuring their long-term sustainability. This process will be kicked off by the creation of a minister’s task force. The government looks forward to engaging with experts and education partners in this important conversation.

J. SCHOOL AUTHORITIES

As in previous years, funding for school authorities will be adjusted in 2019–20, as appropriate, to reflect changes in funding to district school boards. The ministry will provide further information concerning funding in 2019–20 for school authorities in the near future.

K. OTHER GRANTS

For greater clarity, the ministry wishes to confirm that there will be no changes to the remaining grants and allocations in the Grants for Student Needs not identified in this memo. The stability in this funding should allow school boards to finalize their staffing plans for the 2019–20 school year with minimal changes.

L. NOTICE

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

M. REPORTING

Dates for Submission of Financial Reports

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

Date	Description
June 28, 2019	Board Estimates for 2019–20 <i>Please advise your ministry finance officer, as soon as possible, if you would like to take advantage of a 4-week extension (until July 24, 2019) to submit.</i>
November 15, 2019	Board Financial Statements for 2018–19
November 22, 2019	Board Enrolment Projections for 2020–21 to 2023–24
December 13, 2019	Board Revised Estimates for 2019–20
May 15, 2020	Board Financial Report for September 1, 2019, to March 31, 2020

The ministry expects that Estimates forms will be available in EFIS by May 9, 2019.

N. INFORMATION RESOURCES

If you require further information, please contact:

Subject	Contact	Telephone and email
Benefits Transformation and Retirement Gratuities	Romina Di Pasquale	(416) 903-9479 romina.diPasquale@ontario.ca
Capital Policies	Colleen Hogan	(416) 325-1705 colleen.hogan@ontario.ca
Capital Priorities and Project Accountability	Paul Bloye	(416) 325-8589 paul.bloye@ontario.ca
Financial Accountability and Reporting Requirements	Med Ahmadoun	(416) 326-0201 med.ahmadoun@ontario.ca
Indigenous Education	Taunya Paquette	(647) 290-7142 taunya.paquette@ontario.ca
Operating Funding	Doreen Lamarche	(416) 326-0999 doreen.lamarche@ontario.ca
Special Education	Claudine Munroe	(416) 325-2889 claudine.munroe@ontario.ca
Student Transportation	Cheri Hayward	(416) 327-7503 cheri.hayward@ontario.ca

General questions regarding the 2019–20 GSN release can be emailed to:
EDULABFINANCE@ontario.ca.

Other GSN Materials

GSN projections for the 2019–20 school year are available on the ministry's website. All other GSN materials will be available in the coming weeks, including the 2019–20 Education Funding Technical Paper. Further communication will be sent to inform school boards of the documents' availability.

Original signed by

Andrew Davis
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Ministry of Education

Deputy Minister

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Sous-ministre

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2019: B15

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

FROM: Nancy Naylor
Deputy Minister

DATE: April 25, 2019

SUBJECT: 2019-20 Priorities and Partnerships Fund

The Ministry of Education is pleased to launch the new Priorities and Partnerships Fund (PPF).

On March 15, 2019, the government released Memo 2019:B08 *Education that Works for You*, the new vision for Ontario's education system. The vision will be implemented using a responsible approach that will modernize education to maximize student performance and well-being.

On April 11, 2019, the government tabled its 2019 Budget. This year's budget reflects the outcomes of a comprehensive multi-year planning process that's built on the findings of EY Canada's line-by-line review, and the ideas identified in the Planning for Prosperity Survey and the Big Bold Ideas Challenge. The government conducted a thorough review of all government programs in order to ensure investments are sustainable and modernized. The review is also meant to ensure that duplication is eliminated, and valuable programs and services are sustainable and delivering outcomes for the people of Ontario.

In addition to this review, all ministries were required to identify administrative savings. This was to be done by identifying opportunities to modernize services in order to reduce administrative costs and burden, while improving services across ministries, agencies and transfer-payment partners. Ministries considered how they could eliminate duplicative and non-value added processes, and implement automation and other streamlining solutions where repetitive and routine tasks existed previously.

The PPF is being launched in alignment with this year’s Budget and supports Ontario’s new vision for education. The approach will prioritize education funding, supplemental to the Grants for Student Needs (GSN), on high impact initiatives that directly support students in the classroom. The funding will replace the previous Education Programs – Other funding and will be evidence-based and outcome-focused while providing streamlined, accountable, and time-limited funding that will be reviewed and assessed by the Ministry each year.

Funding

For 2019-20 the PPF will provide up to \$330 million in funding to education partners to support students.

To facilitate school boards’ budget planning for 2019-20, today the Ministry is confirming approximately \$185 million of PPF funding to school boards and school authorities to support Ministry priorities. The program allocations are outlined in the following table and school board allocations will follow:

Key Priority	Objective	Amount (\$M)
Curriculum Implementation	To support school boards with the implementation of recently released curriculum	\$2.25M
Engaging Parents and Communities	To involve parents and communities in their children’s education. Parents are a child’s first teacher. When parents are involved everyone benefits – schools become better places to learn and student performance improves	\$1.25M
French-Language Education	To provide opportunities and tailored supports to students in Ontario’s French-Language Education (FLE) system guided by the <i>Aménagement linguistique policy</i>	\$2.13M
Indigenous Education	To improve student performance and well-being and close the performance gap between Indigenous students and all students	\$3.73M
Math	To support Ontario’s students in meeting provincial math standards	\$40.50M

Key Priority	Objective	Amount (\$M)
Mental Health and Well-Being	To support the critical linkage between mental health and well-being and student success	\$34.54M
Special Education	To improve support for families of children and youth with special education needs	\$17.14M
Student Pathways	To support students as they transition to postsecondary destinations including, apprenticeship, college, university, and the workplace	\$35.7M
Supporting Student Potential	To support vulnerable students, including youth at risk, to stay in school, graduate and succeed	\$17.89M
System Support and Efficiencies	To provide support to help ensure that the education system is running efficiently and effectively	\$30.00M

Further information on additional school board PPF initiatives will be provided as it becomes available.

Descriptions of the initiatives for each of the school board PPF initiatives are as follows:

Curriculum Implementation (\$2.25M)

Curriculum implementation funding will support the implementation of recently released curriculum, including the revised elementary Health and Physical Education curriculum (2019), and the revised Grade 10 Career Studies course (2019). This funding is in addition to funding announced in the budget to support implementation of Indigenous-focused curriculum revisions, including the revised First Nations, Métis and Inuit Studies curriculum (2019). Funding can be used to support professional learning and release time for educators.

Engaging Parents and Communities

Parents Reaching Out Grants (\$1.25M)

These grants will support parents in identifying barriers and opportunities to strengthen parent engagement in their own communities and enable more parents to support their child's learning and well-being.

French-Language Education

Implementation of Aménagement linguistique initiatives and strategies to retain and engage students (\$0.1200M)

Funding to assist French-language school boards in the implementation of aménagement linguistique initiatives in French-Language schools in Ontario with a view to engage students and develop their sense of belonging to the French-language school system and their community.

Compass for Success (\$0.0960M)

Funding to support six French-language school boards, with a view to build the capacity of system leaders, principals and teachers in data collecting, analysis and identifying next steps.

Regional inter-council meetings (\$0.0680M)

Specialist High Skills Major (SHSM) meetings organized regionally by French-language school boards to facilitate the implementation of SHSM programs in schools, share expertise and facilitate networking among school boards.

Special Education Investment (\$1.8500M)

Final installment in support of a Memorandum of Settlement (MoS) with l'Association des enseignantes et enseignants franco-ontariens (AEFO) and Council of Trustees' Association (CTA) to promote the success of French-language students with special needs.

Indigenous Education

New Indigenous Strategic Priorities (\$3.18M)

Programs and supports to assist Indigenous learners to graduate, supports successful transition into secondary schools or the labor market, inclusive school environments, innovation. This initiative includes funding for the Indigenous Grad Coach and Rapid Response Northern Schools Team initiatives.

Aboriginal Youth Entrepreneurship Program (AYEP) (\$0.35M)

AYEP gives Grade 11 and 12 Indigenous students in selected schools an opportunity to earn two senior business studies credits through a program based on the Ontario business studies curriculum and supplemented by Indigenous content, hands-on activities, guest speakers and business mentors, and funding opportunities. Students develop entrepreneurial skills and learn how to create and establish their own small business.

Keewatin Patricia District School Board (KPDSB)/ Keewatinook Okimakanak Board of Education (\$0.2M)

KPDSB second a principal to support the capacity development of educators and administrators in partnering First Nation operated schools to First Nation students success and well-being as they transition from remote and fly in communities, as young as 12, into provincially-funded schools.

Math (\$40.5M)

The Ministry announced a four-year Math Strategy to improve student math performance.

This funding will allow boards to hire a board-based math learning lead to implement the revised math curriculum and to coordinate board improvement efforts in mathematics. Funding will also be provided to hire math learning facilitators to support student performance in targeted elementary and secondary schools. Math learning facilitators will provide training and coaching opportunities for principals and math teachers and support parent engagement.

Release time funding will be provided to all boards, with additional funding provided for targeted schools, to allow educators to engage in school and classroom-based training, coaching, and other co-learning opportunities.

Mental Health and Well-Being

Well-Being and Mental Health Bundle (\$3M)

Funding to support school boards and authorities to meet local needs and priorities that promote well-being and mental health, including safe, healthy, inclusive and accepting learning environments. This funding enables school boards and authorities to support activities in their improvement and multi-year strategic plans, as well as their three year Mental Health and Addictions Strategy, and annual Action Plan for Mental Health.

Mental Health Workers in Secondary Schools (\$25M)

In keeping with the government's commitment to invest in mental health and addictions services in Ontario, in 2019-20 the province will continue to fund the approximately 180 new mental health workers (FTEs) in secondary schools that were initially hired by district school boards in 2018-19. The purpose of this investment is to continue to have regulated mental

health professionals (e.g., social workers, psychologists and psychotherapists) with specialized training in student mental health in secondary schools, providing mental health promotion, prevention, and intervention to students and their families.

This continuing investment will also include annual funding of \$50,000 per school board to support the collection and use of data and information to determine the impact of the initiative on students, families, and schools.

School Mental Health Ontario (SMHO) (\$6.5M)

As part of the government's commitment to build a comprehensive and connected multi-year mental health and addiction system across the lifespan, funding for School Mental Health Ontario (SMH ON), formerly School Mental Health ASSIST, will continue. SMH ON will receive \$6.5M in 2019-20 to provide implementation support to all 72 district school boards through clinical expertise, evidence-based resources/practical tools for educators, and the delivery of consistent professional learning to school-based mental health clinicians, including the new mental health workers in secondary schools.

Special Education

After School Skills Development Program (\$6.1M)

The After School Skills Development Program will provide funding to all school boards in the province to support students with Autism Spectrum Disorder (ASD) in social, communication, self-regulation and life-planning skills development.

Pilot to Improve School-Based Supports for Students with ASD (\$0.374M)

Continuation of funding to support the provision of dedicated space on school site for external Applied Behaviour Analyst (ABA) practitioners to provide direct service to students with Autism Spectrum Disorder (ASD) in eleven pilot school boards.

Transition Pilot for Students with Developmental Disabilities (\$0.478M)

Pilot to support select school boards to explore successful practices in transitioning students with developmental disabilities to work, community or postsecondary education.

Supporting Students with Severe Learning Disabilities (LD) in Reading through LD Pilots (\$1.75M)

Funding to support an intensive reading intervention pilot project in eight district school boards. Pilots were designed to enhance educators' intervention pilot project in eight district (LD) and increase the availability of supports for students with LD in their local communities.

Northern Supports Initiatives (NSI) (\$7M)

Northern Supports Initiative (NSI) is intended to mitigate the challenges faced by all northern school boards with respect to lack of available services in their communities; difficulty in attracting and retaining service professionals at the board level or accessing these services through community partners; and higher costs of service provision. NSI funding is utilized in a regional collaboration model that serves all northern school boards and school authorities through three regional cooperatives. The cooperatives determine local special education priorities, to deliver joint, innovative and cost-effective special education programs and services.

Integrated Services for Northern Children (ISNC) (\$1.44M)

The Integrated Services for Northern Children (ISNC) provides coordinated assessment, consultation and treatment services, on a multi-agency, multi-ministry basis, to children and youth with physical, psychological and educational challenges in under-served rural and remote communities of Northern Ontario. This funding provides access to services from teacher diagnosticians, psychology professionals and speech and language professionals.

Student Pathways

Specialist High Skills Major (SHSM) (\$23.7M)

Specialist High Skills Major supports students to focus on a career path that matches their skills and interests while meeting the requirements of the Ontario Secondary School Diploma (OSSD). Students receive the SHSM seal on their diploma when they:

- complete a specific bundle of 8-10 courses in the student's selected field
- earn valuable industry certifications including first aid and CPR qualifications
- gain important skills on the job through cooperative education placements.

All school boards with secondary schools receive funding to support this program.

Enhancements to Experiential Learning (EL) (\$12M)

Each board receives enhancements to experiential learning funding, separated into two categories:

- Funding used to hire a full-time, dedicated Leader of Experiential Learning (LEL) for their board.
- Funding to support and to provide effective experiential learning opportunities for students in their board.

Beginning in the 2019-20 school year, the focus of LELs will be to provide direction and support to help students in Grades 7-12 continue to engage in experiential learning opportunities, in collaboration with community and industry partners, with a particular focus on increasing

exposure to and awareness of technology, the skilled trades and apprenticeship as viable pathway options for all students.

Supporting Student Potential

Focus on Youth 2019 Summer Program (\$7.6M)

The Focus on Youth (FOY) Program creates summer employment opportunities for high school students who may be disengaged from school and/or experience barriers to employment as a result of home or school environments, including conflict with the law, poverty and/or low academic achievement. Through the program, school boards and community partners offer free or low-cost summer camps for young children.

Transportation Supports for Children and Youth in Care (\$6.6M)

To improve the educational outcomes and well-being of children and youth in care, funding for transportation services enables students to stay in their school of origin when their residence changes until a more natural transition time, so they have stability at school, can focus on their learning, and maintain academic standing and graduate.

Human Rights and Equity Advisors (\$2.4M)

This project provides support for school boards to employ the services of Human Rights and Equity Advisors (HREAs). HREAs work with the Director of the board 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 human rights compliance.

Demographic Data Gathering (\$1M)

Funding to prepare school boards for, or engage in, the collection of voluntary student or staff identity-based data. The funding supports boards to build their capacity to meet the growing needs and expectations of their increasingly diverse communities for evidence-based decision making. This project allows boards to construct the necessary structures and protocols to meet the legal, ethical and research standards for the collection, analysis and use of demographic data.

Broadening Horizons (\$0.25M)

Funding to address equity and human rights issues in priority areas such as rural and northern areas and target barriers that limit student success in schools, for example, to continue the Indigenous Cultural Safety initiative.

System Support and Efficiencies

Broadband Modernization Program (BMP) (\$24M)

Funding will be provided to provide access to reliable, fast, secure and affordable internet services to all students and educators in all regions across Ontario – including in rural and northern communities. The current target connectivity speed is 1 megabit per second per student or educator, in a scalable and sustainable network that can adapt to future needs following a common network architecture across Ontario.

As part of the BMP, the ministry will also work jointly with boards to strengthen cyber protection measures.

New Teacher Induction Program – Enhancing Teacher Development Fund (NTIP-ETD) (\$1M)

This program addresses gaps in the GSN funding formula – specifically:

- Significant changes in number of new permanent hires from the previous year
- NTIP required permanent hires past Year 2 on the Teacher Qualifications and Experience Grid

Teacher Learning and Leadership Program (TLLP) (\$3.5M)

This program provides direct funding to front-line teachers, or teams of teachers to build teachers' expertise in effective teaching. The learning projects are teacher-led and influenced by real local needs; for example in math or special education.

Apprenticeship and Professional Development Training Funding of Education Workers Represented by the Canadian Union of Public Employees (CUPE) (\$1.35M)

As a result of the 2017 education sector labour negotiations, a grant to school boards with CUPE local bargaining units is to be used on the basis of joint applications received from school boards and CUPE locals for apprenticeship training under the OCT and or professional development opportunities.

Apprenticeship Training Funding of Education Workers Represented by the Ontario Secondary School Teachers' Federation – Education Workers (OSSTF-EW) (\$0.15M)

As a result of the 2017 education sector labour negotiations, a grant has been allocated to school boards with OSSTF education worker local bargaining units to be used on the basis of joint applications received from school boards and OSSTF locals for apprenticeship training under the Ontario College of Trades.

Next Steps

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

The Ministry looks forward to continuing our strong partnership with the school boards and school authorities and working towards maximizing student performance and well-being.

Nancy Naylor
Deputy Minister of Education

Copy: Superintendents of Business and Finance

Frank Kelly, Executive Director, Council of Ontario Directors of Education

Anna Marie Bitonti, Chair, Council of Ontario Directors of Education

Andrew Davis, Assistant Deputy Minister, Education Labour & Finance Division

Warren McCay, Assistant Deputy Minister, Chief Administrative Officer, Corporate Management and Services Division

Denise Dwyer, Assistant Deputy Minister, Indigenous Education and Well Being Division

Denys Giguère, Assistant Deputy Minister, French Language, Teaching Learning and Achievement Division

Joshua Paul, Assistant Deputy Minister, Capital and Business Support Division

Martyn Beckett, Assistant Deputy Minister, Student Achievement Division

Patrick Case, Assistant Deputy Minister, Education Equity Secretariat

Richard Franz, Assistant Deputy Minister, System Planning, Research & Innovation Division

Shannon Fuller, Assistant Deputy Minister, Early Years and Child Care Division

Shirley Kendrick, Assistant Deputy Minister, Student Support and Field Services Division

Ministry of Education

School Board Business Support Branch
2 Carlton Street, #710
Toronto, ON M5B 1J3

Ministère de l'Éducation

Direction du soutien aux activités des conseils
scolaires
2 Rue Carlton, #710
Toronto ON M5B 1J3

2019: SB08

MEMORANDUM TO: Senior Business Officials

FROM: Cheri Hayward
Director
School Board Business Support Branch

DATE: **May 24, 2019**

SUBJECT: **Student Transportation – Grants for Student Needs,
2019-20**

As a follow-up to Memorandum 2019: B14, dated April 26, 2019, I am writing to outline the transportation funding allocations through the Grants for Student Needs (GSN) in 2019-20.

Transportation Funding Allocations

The total Student Transportation Grant is projected to be more than \$1 billion in 2019-20, which is an increase of 10 per cent from 2018-19. All boards are projected to receive more in transportation funding than last year. A board-by-board summary of the projected allocations for 2019-20 is provided in Appendix A.

Enrolment Adjustment

The Ministry of Education will provide \$8.4 million to support school boards with increasing enrolment. The ministry recognizes that declining enrolment does not necessarily result in lower costs or reduction in vehicle use. Therefore, boards with declining enrolment will not see any negative adjustments made to their transportation funding.

Cost Update Adjustment

For 2019-20, the cost update adjustment will be four per cent to provide additional support for school boards to manage increased costs of providing transportation services. As in previous years, boards with a transportation deficit in the 2018-19 school year will receive the cost update adjustment, while boards with a transportation surplus will only receive the difference between their surplus and the cost update adjustment if

the surplus is less than the total value of the adjustment. It is projected that \$30.3 million will be provided for cost updates in the 2019-20 school year.

School Bus Rider Safety Training Component

Standardized on-site school bus rider safety training for elementary students continues to be available through a contract established by the Ontario Education Collaborative Marketplace (OECM) with Intertrain. The availability of this standardized program is intended to support the sector in addressing the Auditor General's recommendations for standardized school bus safety training.

The standardized school bus rider safety training is available in English and French and has two age-targeted programs:

- Primary students (JK to Grade 3); and
- Junior/intermediate students (grades 4 to 8).

To encourage use of this standardized training, the ministry is providing funding support to safety training for up to 50 per cent of the boards' elementary students in 2019-20. The ministry used school-level enrolment data for all students up to Grade 8 to determine the projected maximum number of funded sessions. Funding will be based on the actual number of training sessions conducted and as reported through financial reports, subject to the maximum number of training sessions listed for each school board in Appendix B.

It is important to note that only training programs delivered by Intertrain through this OECM contract are eligible for this safety training funding support.

For more information on the standardized school bus rider safety training, please visit the [OECM website](#). Questions about accessing this program and establishing an agreement should be directed to OECM through Mie Okawa at mie.okawa@oecm.ca or 647-289-3717. Questions about funding support should be directed to the ministry.

Transportation Stabilization Funding

The ministry is aware that many school boards have been faced with financial pressures with respect to transportation deficits. In 2019-20, stabilization funding will be provided to school boards that run efficient transportation operations but for which the costs of student transportation exceed the funding provided for that purpose.

Stabilization funding is intended to help school boards to address their transportation budgetary pressure. The ministry will determine the amount based on school boards' deficit, if any, from the 2018-19 Financial Statements. A factor will be applied to the deficit amounts based on the most recent Effectiveness and Efficiency (E&E) review ratings to determine the amount of funding for each school board, using the following table:

E&E Review Rating	Factor
High	100% of transportation deficit
Moderate – High	90% of transportation deficit
Moderate	60% of transportation deficit
Moderate – Low	30% of transportation deficit
Low	0% of transportation deficit

For school boards participating in multiple transportation consortia, the ministry will apply the E&E review rating to the share of the school boards' transportation deficit based on the proportions of transported students¹ in each transportation consortium. Any adjustments will be rolled-up to an overall school board stabilization funding amount.

The ministry has used 2018-19 Revised Estimates to project stabilization funding in the 2019-20 Transportation Grant. The final amount will be determined based on school board's 2018-19 Financial Statement. The ministry will review/audit school boards' 2018-19 transportation expenditures if significant variances are shown in the different reporting cycles.

Fuel Escalator and De-escalator Component

The ministry recognizes that fuel costs for student transportation are beyond the control of boards. The fuel escalation and de-escalation mechanism provides some stability in funding for school boards. For 2019-20, the ministry will continue to use the adjusted pegged price of \$0.936 per litre for southern school boards and \$0.957 for northern school boards².

The GSN regulation will continue to have a corridor of three per cent above and below the adjusted pegged prices. If fuel prices, as posted on the [Ministry of Energy, Northern Development and Mines website](#) (net of HST), are above or below this corridor in any month from September to June, a funding adjustment will apply. This provision takes into consideration frequent minor fluctuations in market fuel prices that are manageable within the industry and as such, monthly fluctuations in fuel prices within the corridor will not trigger any adjustments. The net total of the monthly funding adjustments will be applied to a board's transportation allocation following the submission of boards' 2019-20 financial statement in November 2020. Boards should note that this adjustment could be positive or negative.

The ministry would like to remind boards to take the potential funding changes due to fuel escalation or de-escalation into consideration when preparing their 2019-20 transportation budgets.

¹ Number of transported students will be taken from the latest Transportation Survey information (2016-17).

² All fuel rates quoted in this memorandum are net of HST.

Transportation to Provincial and Demonstration Schools

There are no changes to the funding of daily transportation to Provincial and Demonstration Schools. Transportation funding to cover expenditures for transportation to Provincial and Demonstration schools will continue to be provided based on expenditures reported by school boards, as approved by the ministry. School boards may report these expenses through financial reports and receive direct reimbursement with expenditure approval.

Consortia Attestation Letter

The Ministry of Education recognizes the importance of continuous improvement in student transportation. The ministry will notify student transportation consortia in the coming weeks regarding an attestation letter that they will be asked to complete. The purpose of the memo is to confirm that they have adopted recommendations on student transportation recently identified by the Ontario Auditor General and the Ontario Ombudsman's Office in their operations.

Funding Formula Review

As previously announced on March 15, 2019, the Ministry of Education intends to undertake a review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario. Additional details will be communicated to the sector in the near future.

If you have any questions or comments, please contact Nathania Ho, Manager (Acting), Transportation and Cooperative Services Unit, at (416) 326-1867 or nathania.ho@ontario.ca.

Original signed by

Cheri Hayward
Director
School Board Business Support Branch

cc: Directors of Education
Transportation Managers

Appendix A: Projected Allocations, 2019-20

DSB #	DSB Name	2018-19 Total Allocation A	2018-19 Base Allocation (Excludes Provincial Schools Funding) B	2019-20 Adjustment for Increasing Enrolment C	2019-20 Cost Update (4%) D	2019-20 Stabilization Funding E	Projected 2019-20 Provincial Schools Transportation Amount ¹ F	Estimated Safety Training Amount ² G	Projected 2019-20 Allocation ³ H = B+C+D+E+F+G	Variance from 2018-19 I = H - A	Percentage Variance J = I / A
1	District School Board Ontario North East	\$7,804,155	\$7,804,155	\$0	\$274,706	\$213,699	\$0	\$8,510	\$8,301,071	\$496,915	6.37%
2	Algoma District School Board	\$8,765,394	\$8,765,394	\$0	\$240,065	\$0	\$0	\$12,025	\$9,017,484	\$252,090	2.88%
3	Rainbow District School Board	\$14,008,062	\$14,008,062	\$0	\$493,084	\$100,078	\$0	\$13,690	\$14,614,913	\$606,852	4.33%
4	Near North District School Board	\$11,532,733	\$11,532,733	\$0	\$405,952	\$164,949	\$0	\$11,470	\$12,115,105	\$582,372	5.05%
5.1	Keewatin-Patricia District School Board	\$4,509,620	\$4,509,620	\$0	\$158,739	\$647,949	\$0	\$6,105	\$5,322,413	\$812,793	18.02%
5.2	Rainy River District School Board	\$2,665,013	\$2,665,013	\$0	\$93,808	\$574,258	\$0	\$3,885	\$3,336,964	\$671,951	25.21%
6.1	Lakehead District School Board	\$6,496,566	\$6,416,566	\$0	\$225,863	\$159,661	\$0	\$9,620	\$6,891,710	\$395,144	6.08%
6.2	Superior-Greenstone District School Board	\$1,681,506	\$1,681,506	\$0	\$0	\$0	\$0	\$3,515	\$1,685,021	\$3,515	0.21%
7	Bluewater District School Board	\$14,043,039	\$14,043,039	\$126,387	\$491,583	\$0	\$0	\$15,725	\$14,676,735	\$633,696	4.51%
8	Avon Maitland District School Board	\$12,284,333	\$12,203,595	\$0	\$429,567	\$28,204	\$80,738	\$13,875	\$12,755,979	\$471,646	3.84%
9	Greater Essex County District School Board	\$11,966,577	\$11,966,577	\$23,933	\$421,223	\$1,617,007	\$0	\$27,935	\$14,056,675	\$2,090,099	17.47%
10	Lambton Kent District School Board	\$12,677,294	\$12,596,294	\$37,789	\$443,390	\$360,000	\$81,000	\$20,720	\$13,539,192	\$861,898	6.80%

DSB #	DSB Name	2018-19 Total Allocation A	2018-19 Base Allocation (Excludes Provincial Schools Funding) B	2019-20 Adjustment for Increasing Enrolment C	2019-20 Cost Update (4%) D	2019-20 Stabilization Funding E	Projected 2019-20 Provincial Schools Transportation Amount ¹ F	Estimated Safety Training Amount ² G	Projected 2019-20 Allocation ³ H = B+C+D+E+F+G	Variance from 2018-19 I = H - A	Percentage Variance J = I / A
11	Thames Valley District School Board	\$39,630,234	\$39,195,799	\$431,154	\$1,379,692	\$2,287,190	\$434,435	\$64,010	\$43,792,280	\$4,162,046	10.50%
12	Toronto District School Board	\$53,420,150	\$53,237,644	\$106,475	\$1,873,965	\$6,560,420	\$182,506	\$206,090	\$62,167,101	\$8,746,950	16.37%
13	Durham District School Board	\$22,482,443	\$22,482,443	\$179,860	\$649,166	\$0	\$0	\$56,055	\$23,367,524	\$885,080	3.94%
14	Kawartha Pine Ridge District School Board	\$20,100,174	\$20,035,864	\$540,968	\$705,262	\$186,361	\$64,310	\$30,710	\$21,563,476	\$1,463,302	7.28%
15	Trillium Lakelands District School Board	\$14,950,722	\$14,950,722	\$0	\$526,265	\$379,702	\$0	\$14,985	\$15,871,674	\$920,952	6.16%
16	York Region District School Board	\$39,984,440	\$39,945,440	\$239,673	\$1,406,079	\$2,227,873	\$39,000	\$95,090	\$43,953,155	\$3,968,715	9.93%
17	Simcoe County District School Board	\$20,768,624	\$20,768,624	\$394,604	\$678,409	\$0	\$0	\$43,845	\$21,885,482	\$1,116,857	5.38%
18	Upper Grand District School Board	\$17,766,001	\$17,542,001	\$263,130	\$617,478	\$1,745,322	\$224,000	\$30,340	\$20,422,271	\$2,656,270	14.95%
19	Peel District School Board	\$44,053,048	\$43,640,069	\$261,840	\$1,536,130	\$1,103,851	\$412,979	\$119,510	\$47,074,380	\$3,021,332	6.86%
20	Halton District School Board	\$16,574,020	\$16,369,320	\$32,739	\$576,200	\$725,943	\$204,700	\$48,285	\$17,957,187	\$1,383,167	8.35%
21	Hamilton-Wentworth District School Board	\$15,472,649	\$15,122,716	\$15,123	\$532,320	\$346,884	\$349,933	\$40,700	\$16,407,676	\$935,026	6.04%
22	District School Board of Niagara	\$18,938,655	\$18,938,655	\$265,141	\$522,916	\$0	\$0	\$32,745	\$19,759,458	\$820,802	4.33%
23	Grand Erie District School Board	\$13,677,860	\$13,043,065	\$0	\$0	\$0	\$634,795	\$23,680	\$13,701,540	\$23,680	0.17%
24	Waterloo Region District School Board	\$17,290,936	\$16,917,044	\$118,419	\$595,480	\$771,350	\$373,892	\$50,505	\$18,826,691	\$1,535,754	8.88%

DSB #	DSB Name	2018-19 Total Allocation A	2018-19 Base Allocation (Excludes Provincial Schools Funding) B	2019-20 Adjustment for Increasing Enrolment C	2019-20 Cost Update (4%) D	2019-20 Stabilization Funding E	Projected 2019-20 Provincial Schools Transportation Amount ¹ F	Estimated Safety Training Amount ² G	Projected 2019-20 Allocation ³ H = B+C+D+E+F+G	Variance from 2018-19 I = H - A	Percentage Variance J = I / A
25	Ottawa-Carleton District School Board	\$41,603,995	\$41,603,995	\$499,248	\$1,464,461	\$268,692	\$0	\$58,460	\$43,894,856	\$2,290,861	5.51%
26	Upper Canada District School Board	\$26,214,578	\$26,214,578	\$0	\$922,753	\$3,938,067	\$0	\$26,270	\$31,101,668	\$4,887,090	18.64%
27	Limestone District School Board	\$15,738,299	\$15,573,299	\$0	\$548,180	\$554,278	\$165,000	\$19,240	\$16,859,998	\$1,121,698	7.13%
28	Renfrew County District School Board	\$8,347,402	\$8,347,402	\$0	\$293,829	\$219,223	\$0	\$8,140	\$8,868,594	\$521,191	6.24%
29	Hastings and Prince Edward District School Board	\$14,071,013	\$13,926,013	\$0	\$490,196	\$1,187,413	\$145,000	\$14,430	\$15,763,052	\$1,692,039	12.02%
30.1	Northeastern Catholic District School Board	\$3,200,288	\$3,200,288	\$0	\$66,447	\$0	\$0	\$4,070	\$3,270,805	\$70,517	2.20%
30.2	Nipissing-Parry Sound Catholic District School Board	\$3,406,493	\$3,406,493	\$34,065	\$73,429	\$0	\$0	\$4,070	\$3,518,057	\$111,564	3.28%
31	Huron-Superior Catholic District School Board	\$3,573,467	\$3,573,467	\$0	\$125,786	\$76,696	\$0	\$5,365	\$3,781,314	\$207,847	5.82%
32	Sudbury Catholic District School Board	\$5,894,917	\$5,894,917	\$0	\$195,080	\$0	\$0	\$5,365	\$6,095,361	\$200,445	3.40%
33.1	Northwest Catholic District School Board	\$1,287,155	\$1,287,155	\$0	\$45,308	\$123,310	\$0	\$1,850	\$1,457,623	\$170,467	13.24%
33.2	Kenora Catholic District School Board	\$1,165,721	\$1,165,721	\$0	\$20,023	\$0	\$0	\$1,480	\$1,187,224	\$21,503	1.84%
34.1	Thunder Bay Catholic District School Board	\$5,414,484	\$5,414,484	\$0	\$190,590	\$147,902	\$0	\$7,215	\$5,760,191	\$345,707	6.38%
34.2	Superior North Catholic District School Board	\$506,790	\$506,790	\$0	\$17,839	\$47,223	\$0	\$2,960	\$574,812	\$68,022	13.42%
35	Bruce-Grey Catholic District School Board	\$4,473,761	\$4,473,761	\$58,159	\$157,476	\$36,456	\$0	\$4,255	\$4,730,108	\$256,347	5.73%

DSB #	DSB Name	2018-19 Total Allocation A	2018-19 Base Allocation (Excludes Provincial Schools Funding) B	2019-20 Adjustment for Increasing Enrolment C	2019-20 Cost Update (4%) D	2019-20 Stabilization Funding E	Projected 2019-20 Provincial Schools Transportation Amount ¹ F	Estimated Safety Training Amount ² G	Projected 2019-20 Allocation ³ H = B+C+D+E+F+G	Variance from 2018-19 I = H - A	Percentage Variance J = I / A
36	Huron Perth Catholic District School Board	\$5,429,743	\$5,429,743	\$16,289	\$191,127	\$18,301	\$0	\$5,735	\$5,661,195	\$231,452	4.26%
37	Windsor-Essex Catholic District School Board	\$8,079,171	\$8,079,171	\$0	\$284,387	\$862,650	\$0	\$15,540	\$9,241,747	\$1,162,577	14.39%
38	London District Catholic School Board	\$13,710,968	\$13,691,819	\$602,440	\$481,952	\$820,382	\$19,149	\$17,945	\$15,633,687	\$1,922,719	14.02%
39	St. Clair Catholic District School Board	\$6,512,639	\$6,512,639	\$78,152	\$229,245	\$84,972	\$0	\$9,805	\$6,914,812	\$402,173	6.18%
40	Toronto Catholic District School Board	\$25,713,267	\$25,668,677	\$77,006	\$903,537	\$6,564,219	\$44,590	\$76,775	\$33,334,804	\$7,621,537	29.64%
41	Peterborough Victoria Northumberland and Clarington Catholic District School Board	\$10,938,347	\$10,938,347	\$43,753	\$385,030	\$219,418	\$0	\$13,505	\$11,600,053	\$661,707	6.05%
42	York Catholic District School Board	\$17,453,896	\$17,397,835	\$0	\$612,404	\$693,122	\$56,061	\$39,405	\$18,798,827	\$1,344,930	7.71%
43	Dufferin-Peel Catholic District School Board	\$19,879,914	\$19,646,733	\$58,940	\$691,565	\$549,465	\$233,181	\$57,905	\$21,237,789	\$1,357,875	6.83%
44	Simcoe Muskoka Catholic District School Board	\$12,931,873	\$12,931,873	\$517,275	\$420,166	\$0	\$0	\$18,685	\$13,887,999	\$956,126	7.39%
45	Durham Catholic District School Board	\$8,772,673	\$8,772,673	\$8,773	\$0	\$0	\$0	\$17,760	\$8,799,205	\$26,533	0.30%
46	Halton Catholic District School Board	\$8,185,080	\$8,012,080	\$200,302	\$282,025	\$799,004	\$173,000	\$24,975	\$9,491,386	\$1,306,306	15.96%
47	Hamilton-Wentworth Catholic District School Board	\$7,716,943	\$7,624,045	\$38,120	\$268,366	\$47,611	\$92,898	\$21,460	\$8,092,501	\$375,558	4.87%
48	Wellington Catholic District School Board	\$3,933,397	\$3,933,397	\$0	\$138,456	\$430,876	\$0	\$7,215	\$4,509,944	\$576,547	14.66%
49	Waterloo Catholic District School Board	\$6,922,861	\$6,846,139	\$232,769	\$0	\$0	\$76,722	\$18,870	\$7,174,500	\$251,639	3.63%

DSB #	DSB Name	2018-19 Total Allocation A	2018-19 Base Allocation (Excludes Provincial Schools Funding) B	2019-20 Adjustment for Increasing Enrolment C	2019-20 Cost Update (4%) D	2019-20 Stabilization Funding E	Projected 2019-20 Provincial Schools Transportation Amount ¹ F	Estimated Safety Training Amount ² G	Projected 2019-20 Allocation ³ H = B+C+D+E+F+G	Variance from 2018-19 I = H - A	Percentage Variance J = I / A
50	Niagara Catholic District School Board	\$10,414,114	\$10,339,114	\$0	\$114,477	\$0	\$75,000	\$19,610	\$10,548,201	\$134,087	1.29%
51	Brant Haldimand Norfolk Catholic District School Board	\$5,367,790	\$5,367,790	\$37,575	\$188,946	\$10,591	\$0	\$10,915	\$5,615,817	\$248,027	4.62%
52	Catholic District School Board of Eastern Ontario	\$14,432,685	\$14,432,685	\$0	\$508,031	\$2,576,810	\$0	\$12,395	\$17,529,920	\$3,097,236	21.46%
53	Ottawa Catholic District School Board	\$25,252,147	\$25,252,147	\$580,799	\$0	\$0	\$0	\$35,335	\$25,868,282	\$616,134	2.44%
54	Renfrew County Catholic District School Board	\$4,817,744	\$4,817,744	\$139,715	\$169,585	\$201,544	\$0	\$7,030	\$5,335,617	\$517,873	10.75%
55	Algonquin and Lakeshore Catholic District School Board	\$10,651,529	\$10,630,529	\$42,522	\$374,195	\$716,254	\$21,000	\$12,580	\$11,797,079	\$1,145,551	10.75%
56	Conseil scolaire de district du Nord-Est de l'Ontario	\$2,016,605	\$2,016,605	\$24,199	\$66,903	\$0	\$0	\$3,145	\$2,110,852	\$94,247	4.67%
57	Conseil scolaire public du Grand Nord de l'Ontario	\$2,692,170	\$2,692,170	\$34,998	\$94,764	\$469,082	\$0	\$4,440	\$3,295,455	\$603,285	22.41%
58	Conseil scolaire Viamonde	\$19,173,442	\$19,173,442	\$479,336	\$674,905	\$0	\$0	\$17,760	\$20,345,443	\$1,172,001	6.11%
59	Conseil des écoles publiques de l'Est de l'Ontario	\$14,338,324	\$14,338,324	\$659,563	\$504,709	\$245,468	\$0	\$14,245	\$15,762,310	\$1,423,985	9.93%
60.1	Conseil scolaire de district catholique des Grandes Rivières	\$6,745,393	\$6,745,393	\$0	\$237,438	\$0	\$0	\$9,065	\$6,991,896	\$246,503	3.65%
60.2	Conseil scolaire de district catholique Franco-Nord	\$3,652,202	\$3,652,202	\$0	\$128,558	\$52,375	\$0	\$4,255	\$3,837,390	\$185,188	5.07%
61	Conseil scolaire de district catholique du Nouvel-Ontario	\$6,743,992	\$6,743,992	\$20,232	\$237,389	\$204,583	\$0	\$9,435	\$7,215,630	\$471,638	6.99%
62	Conseil scolaire de district catholique des Aurores boréales	\$939,502	\$939,502	\$14,093	\$18,296	\$0	\$0	\$1,665	\$973,556	\$34,054	3.62%

DSB #	DSB Name	2018-19 Total Allocation A	2018-19 Base Allocation (Excludes Provincial Schools Funding) B	2019-20 Adjustment for Increasing Enrolment C	2019-20 Cost Update (4%) D	2019-20 Stabilization Funding E	Projected 2019-20 Provincial Schools Transportation Amount ¹ F	Estimated Safety Training Amount ² G	Projected 2019-20 Allocation ³ H = B+C+D+E+F+G	Variance from 2018-19 I = H - A	Percentage Variance J = I / A
63	Conseil scolaire catholique Providence	\$8,716,529	\$8,716,529	\$0	\$306,822	\$1,891,739	\$0	\$10,915	\$10,926,004	\$2,209,476	25.35%
64	Conseil scolaire catholique MonAvenir	\$25,766,330	\$25,766,330	\$257,663	\$906,975	\$2,346,948	\$0	\$20,720	\$29,298,636	\$3,532,306	13.71%
65	Conseil scolaire de district catholique de l'Est ontarien	\$11,268,061	\$11,268,061	\$112,681	\$396,636	\$109,753	\$0	\$11,655	\$11,898,786	\$630,725	5.60%
66	Conseil scolaire de district catholique du Centre-Est de l'Ontario	\$18,346,786	\$17,776,360	\$497,738	\$625,728	\$655,998	\$570,426	\$22,940	\$20,149,190	\$1,802,404	9.82%

Notes:

- 1) Provincial School Transportation Amount includes an estimated expenditure amount for the board Conseil scolaire de district catholique du Centre-Est de l'Ontario; and the other school boards that have the responsibilities to plan and deliver provincial school transportation.
- 2) Safety Training Amount includes an estimated expenditure amount for each school board.
- 3) Projected 2019-20 Allocation excludes \$19.9M unallocated funding.
- 4) In the case of Lakehead DSB, the projected 2018-19 allocation includes \$80,000 school authority transportation funding.

Appendix B: Maximum School Bus Rider Safety Training Sessions, 2019-20

DSB #	DSB Name	School Bus Rider Safety Training Sessions, Junior Kindergarten to Grade 3	School Bus Rider Safety Training Session, Grade 4 to Grade 8
1	District School Board Ontario North East	20	26
2	Algoma District School Board	32	33
3	Rainbow District School Board	36	38
4	Near North District School Board	29	33
5.1	Keewatin-Patricia District School Board	16	17
5.2	Rainy River District School Board	10	11
6.1	Lakehead District School Board	26	26
6.2	Superior-Greenstone District School Board	9	10
7	Bluewater District School Board	42	43
8	Avon Maitland District School Board	36	39
9	Greater Essex County District School Board	72	79
10	Lambton Kent District School Board	54	58
11	Thames Valley District School Board	170	176
12	Toronto District School Board	536	578
13	Durham District School Board	148	155
14	Kawartha Pine Ridge District School Board	79	87
15	Trillium Lakelands District School Board	40	41
16	York Region District School Board	242	272
17	Simcoe County District School Board	120	117
18	Upper Grand District School Board	80	84
19	Peel District School Board	306	340
20	Halton District School Board	117	144
21	Hamilton-Wentworth District School Board	109	111
22	District School Board of Niagara	87	90
23	Grand Erie District School Board	64	64
24	Waterloo Region District School Board	131	142
25	Ottawa-Carleton District School Board	149	167
26	Upper Canada District School Board	64	78
27	Limestone District School Board	52	52
28	Renfrew County District School Board	21	23
29	Hastings and Prince Edward District School Board	37	41

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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.

2019-20 Education Funding

A Guide to the Special Education Grant



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Some of the elements and proposals set out in this document can only take effect if certain regulations are made by the Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this 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 (IPRC) and students receiving special education programs and/or services who have not been identified as exceptional by an IPRC.

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 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.

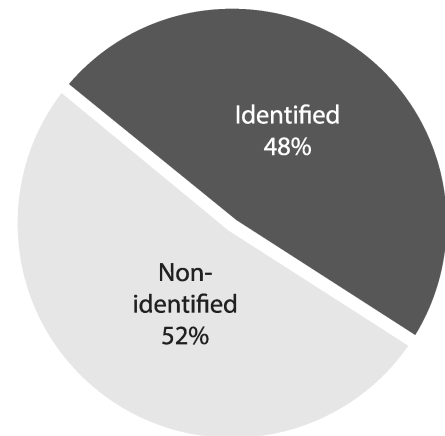
Overview of Students Receiving Special Education Programs and/or Services

Data from the Ontario School Information System showed that in 2017-18², 17.6 per cent of students in Ontario’s publicly funded school system were receiving special education programs and/or services. In total there were 355,398 students receiving special education programs and/or services out of the total of 2,020,301 Junior Kindergarten to Grade 12 students. Approximately 48 per cent of students with special education needs had been identified through the IPRC process. In addition, school boards reported that approximately 85 per cent were in regular classrooms for more than half the instructional day.

OVERVIEW OF STUDENTS RECEIVING SPECIAL EDUCATION PROGRAMS AND/OR SERVICES 2017-18

Students formally identified as “Exceptional” by an IPRC*

	Number of students	Percentage of panel	Percentage of all students
Elementary	87,233	6.3%	4.3%
Secondary	84,713	13.5%	4.2%
Total	171,946		8.5%



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

	Number of students	Percentage of panel	Percentage of all students
Elementary	124,225	8.9%	6.1%
Secondary	59,227	9.4%	2.9%
Total	183,452		9.1%

*IPRC – Identification, Placement and Review Committee

2. Source: As reported by schools in Ontario School Information System (OnSIS), 2017-2018 (preliminary as of November 5, 2018 with all schools that met identified criteria with signed off submissions). Data includes public and Roman Catholic schools and school authorities. Data excludes private schools, publicly funded hospital and provincial schools, care and/or treatment, custody and correctional facilities, 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 GSN, also known as "the funding formula." The GSN 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." The *2019-20 Education Funding: A Guide to the Grants for Student Needs* 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.

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.

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

The *2019-20 Education Funding: A Guide to the Grants for Student Needs* provides further background on all grants and how they are calculated. As well, more detailed information on the funding formula appears in the *Education Funding Technical Paper 2019-20* and in the annual regulation under the *Education Act*.

Special Education Grant

The ministry provides school boards with the Special Education Grant funding, on top of other GSN funding. This grant supports positive outcomes for students with special education needs. It is for the additional costs of the programs, services and/or equipment they may require.

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, as well as the Special Education Grant, to meet their responsibility to support students with special education needs.

Special education funding is allocated to school boards by provincial regulations. School boards in turn use their special education 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 are given flexibility to use special education and other funding to support their special education policies and priorities because they 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
2. Differentiated Special Education Needs Amount
3. Special Equipment Amount
4. Special Incidence Portion
5. Care, Treatment, Custody and Correctional Amount
6. Behaviour Expertise Amount

The Special Education Grant is projected to be approximately \$3.1 billion in 2019–20.

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

1. Special Education Per Pupil Amount

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 on the basis of 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 \$1.57 billion in 2019-20.

2. Differentiated Special Education Needs Amount

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 \$1.14 billion in 2019-20.

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 does this by taking into account 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 six 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 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 three 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 three categories include: Remote and Rural Adjustment, Indigenous Education Grant Adjustment, and French-language School Board Adjustment. For example, under the Remote and Rural Adjustment, a component of this allocation generates more funding for school boards whose schools are further apart.

For more detailed information on the six categories and how they are calculated, please refer to the *Special Education Funding in 2019-20 memorandum*.

Base Amount for Collaboration and Integration

The Base Amount for Collaboration and Integration, provides each school board with base funding of approximately \$459,874. Its purpose is to 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 additional staff. This team will help to build board capacity, support special education assessments and help teachers, education assistants, and other staff better understand and adapt to the unique needs of their students. 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 please refer to the *Special Education Funding in 2019-20 memorandum*.

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 Special Equipment Amount training and technician costs, maintenance and repairs. This allocation consists of a base amount for each school board plus a per-pupil amount reflecting the school board's average daily enrolment of all 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), 2019-20*.

The Special Equipment Amount allocation is projected to be approximately \$123.4 million in 2019-20.

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. The ministry provides guidance on eligibility in the Special Education Funding Guidelines: *Special Incidence Portion (SIP), 2019-20*.

The Special Incidence Portion allocation is projected to be approximately \$126.1 million in 2019-20.

5. Care, Treatment, Custody and Correctional Amount

This funding supports school boards' provision of education programs to school-aged children and youth in care and/or treatment centres, and in custody and correctional facilities. Eligible facilities include hospitals, children's mental health centres, psychiatric institutions, detention and correctional facilities, community group homes, and social services agencies. A school board provides these services under a written agreement between the school board and the facility.

The funding, which must be approved by the ministry based on established guidelines, goes toward recognized costs that include teachers, educational assistants and classroom supplies. Further details can be found in the *Guidelines for Approval and Provision of Care and / or Treatment, Custody and Correctional (CTCC) Programs 2019-20*.

The Care, Treatment, Custody and Correctional Amount allocation is projected to be approximately \$110.4 million in 2019-20.

6. Behaviour Expertise Amount

The Behaviour Expertise Amount allocation has two components that provide funding for school boards to hire professional staff at the board level who have expertise in Applied Behaviour Analysis (ABA), and funding for ABA training.

ABA Expertise Professionals Amount

The ABA Expertise Professionals Amount provides funding to hire professional staff at the school board level who have expertise in applied behaviour analysis, including Board Certified Behaviour Analysts (BCBAs). Applied behaviour analysis 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 professional 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, 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 average daily enrolment of all students.

ABA Training Amount

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

The Behaviour Expertise Amount allocation is projected to be approximately \$30.5 million in 2019-20.

Priorities and Partnerships Fund (PPF)

In 2019-20 the ministry is providing school boards with Priorities and Partnerships Fund (PPF) funding, which is additional funding outside the Grants for Student Needs. Some of this funding is allocated to school boards to support students with special education needs. Details on the *Priorities and Partnerships Fund (PPF)* 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 as a whole and the policy decisions that determine funding for school boards. Given the key role of school boards in providing services at the local level, they have important accountabilities 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 accountability framework for the Grants for Student Needs has been developed between school boards and the province. It 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 funding. More details on the policy process and on the allocation of other education grants are available from:

2019-20 Education Funding: A Guide to the Grants for Student Needs

Memorandum 2019 B14: Grants for Student Needs (GSN) Funding for 2019-20

Memorandum 2019 B15: PPF Funding for 2019-20

Education Funding Technical Paper 2019-20

For more information on special education policy, programs and/or services generally, please consult:

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*.