

## AVON MAITLAND DISTRICT SCHOOL BOARD

- We Will: *Create Positive, Inclusive Learning Environments*
- We Will: *Maximize Student Outcomes*
- By Valuing: *Our students, Our Staff, Our Families, Our Communities*
- Using Principles of: *Character, Equity, Sustainability*

### DIRECTOR'S INFORMATION REPORT

TO: C/W, Open Session C/W, Closed Session ● Board

TUESDAY, APRIL 8, 2014

AGENDA ITEM 6.3 a)

SUBJECT: Grants for Student Needs (GSN) 2014/2015

#### 1.0 Background

- 1.1 The Grants for Student Needs (GSNs) were announced Thursday March 27, 2014, which continues to be the 'gold standard' to which Ministry staff holds themselves with respect to timing for the grant release. What is significant is that, for only the second year, this grant release was in advance of the provincial budget date, now identified as May 1st, and that the funding regulations have already been approved by the Lieutenant Governor in Council (LGIC).
- 1.2 We are advised that the new web-based EFIS file, required for our detailed calculations, is to be released by approximately mid-April.
- 1.3 This is a relatively good news budget despite the challenging economic conditions that continue to exist in Ontario and around much of the world and the impact that this is having on governments' revenues.
- 1.4 As detailed in the 2014: B4 memo (attached as Appendix A), key highlights of the GSN are the inclusion of FDK funding, and inclusion of funding for the Mental Health lead position in each school board within the GSNs.
- 1.5 The Ministry adopted a fail-safe approach with respect to funding for labour, basing the GSN funding on existing collective agreements, assuming terms and conditions, excluding time limited items, continuing after August 31, 2014 should there be no framework in place. In addition, there is no provision for any across-the-board salary increases in the GSN.
- 1.6 Minister Sandals, in making comments during the GSN release, signalled the start of changes in response to the School Board Efficiencies and Modernization (SBEM) consultation announced with the 2013 Ontario budget and undertaken last fall, by focussing on underutilized schools, with a measured and phased approach to promoting more efficient use of school space. Already underway is a review of the Pupil Accommodation Review guideline, with an expected release of a Revised Guideline in Summer 2014. Another of two major components is a new, four year School Consolidation Capital Program totalling \$750 million, to be allocated on a business case basis. The second major focus is an allocation to boards for capacity building in undertaking the planning required to make more efficient use of space, where boards have opportunities for consolidation but may not have adequate planning capacity, the process for which is yet to be articulated.

- 1.7 The Minister also highlighted the 4 year phase-in of recommendations from the working committees on both the Special Education: High Needs Amount (HNA) and the Board Administration and Governance grant funding.
- 1.8 The 2014: B5 memo (attached as Appendix B) announced the release of the majority of the miscellaneous grants, known as Education Program – Other (EPO) grants, which are grants flowed to boards outside the GSNs and intended to sustain supports to priority education initiatives. This release concomitant with the GSNs is intended to provide boards with a more complete picture of their funding for budget planning purposes.
- 1.9 This report highlights for the board the major items or changes included in this portion of the GSN.

## 2.0 Projected Revenues

- 2.1 Projected revenues for the Avon Maitland District School Board as identified by the Ministry in its impact statement, known as the 'Grey Book', are attached as Appendix C.
- 2.2 Consistent with the Memorandum of Understanding (MoU), grants have been updated for salary and benefits changes, including the Teacher Qualification and Experience grant recognizing grid movement on the 97<sup>th</sup> day, and funding for sick leave plans, including the 11<sup>th</sup> day of sick leave, and the extension of maternity leave benefit plans. There are no unpaid days factored into the Ministry's revenue figures. Also included per the MoU is the elimination of the salary differential for ETFO, effective September 1, 2014, and as with the prior year, a continued reduction in benefits benchmarks as part of the elimination of retirement gratuities.
- 2.3 Based on the impact statement, the board may anticipate some increase from the phase-in, the new funding allocation model for both the Special Education: High Needs Amount (HNA) and the Board Administration and Governance grant. Both grant changes are fiscally neutral provincially but have a redistributive effect, hence the phase-in over four years.
- 2.4 In the facilities area, there are other changes tied to SBEM, to encourage boards to make decisions on using their school space more efficiently. The changes in the structure of Top-up funding include a new cap of 95% from the previous 100% of a school's capacity and the introduction of a break-point in the calculation of Top-up, whereby schools at or under 65% capacity will have their Top-up reduced to 10% from the previous 15%.

In Capital, there is an increase in the School Condition Improvement amount, in recognition of boards' significant backlog of school renewal needs, and also intended to help boards maintain healthy and safe learning environments, improve overall energy efficiency and meet AODA compliance requirements. In 2014/2015, this amount totals \$250 million, and will include enhanced accountability measures. In the subsequent two years, the amount will grow to \$500 million for each year and will be allocated based on a new funding methodology including the just updated School Condition Assessment data.

- 2.5 There were some grant enhancements intended to address cost pressures beyond boards' control. One enhancement, to keep up with facility costs is a 2% benchmark update to non-salary school operations costs such as utilities and insurance, with a specific increase for electricity costs of 7.3%.
- 2.6 There is also a 2% increase in the non-salary transportation benchmark netted against a board's 2012/2013 surplus. Beginning with 2014/2015, there is a return to the stable funding provided to mitigate against funding decreases from declining enrolment while also helping boards meet transportation pressures that may emerge from school consolidations. The Fuel Escalator and De-escalator corridor calculation in the Transportation grant continues as in the past.
- 2.7 The Ministry indicates that the total GSN is projected to increase by 3.1% over 2014/2015, however this includes full implementation of the Full Day Kindergarten (FDK) program, which as of 2014/2015 will be known simply as Kindergarten. Perhaps more reflective in estimating fiscal position is the per-pupil funding change, projected to be 1.4% higher in 2014/2015 than in 2013/2014.
- 2.8 Based on the impact statement, including the move into the GSN of all FDK student funding (and the Mental Health lead funding) the board may anticipate overall operating revenues from the GSNs of approximately \$179.9 M. This represents a GSN increase year over year of about \$11.5M 'tempered' by a shift of an estimated \$9.0M in 2014/2015 funding from EPO to GSN for FDK.
- 2.9 2014/2015 marks the third year of the multi-year transition in boards moving from a cash basis to capturing the PSAB expense for budget compliance purposes with respect to employee future benefits expenses. In addition to these changes to the expenses for budget compliance purposes, boards are also impacted on the revenue stream via a reduction to the benefit benchmarks of 2%, with the negative impact to be phased in over 12 years.
- 2.10 Overall, the projected revenue impact for the board is up by the amounts expected due to inclusion of FDK in the GSNs and hoped for in the phase-in of both the Special Education: High Needs Amount (HNA) and the Board Administration and Governance grant.

### **3.0 Changes to Financial Accountability and Budgeting**

- 3.1 The Ministry has emphasized increased accountability with this GSN release, signalling more scrutiny on an ongoing basis. Two examples of this stringent review are additional reporting on Learning Opportunities Grant (LOG) spending and additional parameters and further reporting on School Condition Improvement spending.
- 3.2 To further facilitate enhanced reporting and to stay current with technology, the Ministry has released EFIS 2.0, which is a completely reworked, upgraded version of the financial reporting software known as EFIS. EFIS 2.0 will be used for the 2014/2015 Estimates submission, once EFIS 2.0 for the 2014/2015 year is released. Preliminary one-day training of three board staff has been provided by the Ministry and the impact of learning the new software will be built into the 2014/2015 Estimates work plan for all staff contributing to the 2014/2015 Estimates file preparation and submission.

3.3 The following detail is provided as a reminder only of reporting changes which came into effect with the 2012/2013 Estimates in the move to more enhanced accountability (see also 2.9). Boards are required to include ('cover') under budget balance compliance the cost of employee future benefits, not related to accumulation of sick leave, at various rates depending on the benefit type. These employee related expenses that boards were formerly allowed to and were in fact required to exclude from the budget compliance calculation include:

- Retirement gratuity liability as of August 31, 2012, which is to be brought in to the budget compliance calculation at the rate of the Employee Average Remaining Service Life (EARSL). For Avon Maitland District School Board, the EARSL as calculated at the 2012/2013 year-end was 10.37 years.
- The remaining post-retirement benefits liability as of August 31, 2012, which is to be brought in to the budget compliance calculation over 10 years.
- Other employee liabilities, which for our board is Workers' Compensation Benefits only, is to be phased in over 4 years. The upcoming 2014/2015 Year will reflect three-quarters of the liability balance as at August 31, 2012.

The impact locally for both of these changes on our 2014/2015 budget is projected to be approximately \$2.17M, using the same assumptions to calculate the figures as was used for the current (2013/2014) year.

3.4 The 2014/2015 year marks the fifth year of the newer definition of a balanced budget and, with that, the Ministry requirement that boards seek the Minister's approval for an in-year deficit that exceeds the accumulated surplus or is in excess of 1% of operating revenue. This approval must be obtained prior to a board's final approval of its budget.

#### **4.0 Reporting Due Dates**

4.1 The GSN reporting deadline reflects the standard Estimates due date of June 30<sup>th</sup>, with the 2013/2014 Financial Statements and 2014/2015 Revised Estimates deadlines remaining unchanged at November 14<sup>th</sup>, and December 15<sup>th</sup> respectively.

4.2 Finance staff has begun discussions with the external board auditors KPMG, the board's actuary firm SBCI, and central departments regarding the timing of audit work and reporting timelines.

#### **5.0 Budget Build-Up**

5.1 We are fortunate to have built a Senior Staff team which focuses on both aligning the Board budget to the Strategic Plan and developing a strategy to both manage and monitor budgets and anticipate budgetary challenges in an attempt to plan for such change, and mitigate against undue hardships to the system.

5.2 The largest expense in the budget is in the area of teaching staff. Finance staff has been working with HR staff again this spring with the goal of determining preliminary staffing (complement) numbers by as early a date as possible to calculate the staffing expense.

5.3 All this budget work is set in the context of ongoing government-union discussions which may well change the parameters currently identified in the GSNs.

- 5.4 As issues are identified during this process, information reports will be brought to the board through the Finance Committee for discussion.

## 6.0 Budget Timelines

- 6.1 The schedule of planned budget meetings is outlined below.
- 6.2 There are a number of assumptions which have gone into this tentative timeline, including the Ministry's timely release of EFIS to allow staff to work on the budget, Senior Staff's ability to present a proposed balanced budget within the planned timelines, and timing for SEAC's review of the budget.

May 27	Finance Committee: Review of draft Revenue figures
June 4	SEAC: Draft Special Ed (SE) budget for review
June 17	Finance Committee: Further budget review, as required and (tentative) approval
June 18	SEAC: Further SE budget review and (tentative) SEAC acceptance of SE budget
June 24	Finance Committee: Balanced Budget for 2014/2015 to Board for approval

[Note: June 10 is the Audit Committee meeting]

The Finance Committee meetings are held as open budget consultation meetings.

Janet Baird-Jackson  
Superintendent of Business and  
Treasurer of the Board

Ted Doherty  
Director of Education and  
Secretary of the Board

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**2014: B04**

**MEMORANDUM TO:**

Directors of Education  
Secretary/Treasurers of School Authorities

**FROM:**

Gabriel F. Sékaly  
Assistant Deputy Minister  
Financial Policy and Business Division

**DATE:**

March 27, 2014

**SUBJECT:**

**Grants for Student Needs Funding and Regulations for 2014–15**

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I am writing today to provide you with information on the 2014–15 Grants for Student Needs (GSN) and its supporting regulations, which I am pleased to advise have been made by the Lieutenant Governor in Council. I am also pleased to advise that, again this year, this information is being provided in conjunction with the release of the 2014–15 board-by-board allocations for the Education Programs – Other (EPO) transfer payments. Today's releases should give school boards the information and the certainty that is needed to support effective budget building for the coming school year.

This memorandum presents details of the major policy and funding changes that inform the 2014–15 GSN, including the transfer of funding for Full-Day Kindergarten (FDK) into the GSN, continued support for our labour agreement commitments, measures related to the School Board Efficiencies and Modernization consultation with the education sector, capital investments, reforms to the funding formula in the areas of special education and school board administration, and investments to help boards keep up with costs. This memorandum also provides school boards with details on revised accountability mechanisms for some specific areas of GSN funding.

## A. Full-Day Kindergarten Implementation

### *Transfer of operating funding into the GSN*

Total GSN funding for 2014–15 is projected to increase by 3.1 percent over 2013-14 to \$22.53 billion, in part, due to the full implementation of FDK. In accordance with full implementation, funding is being moved from Education Programs – Other (EPO) into the GSN. This integration recognizes the mature funding requirements of FDK as the core education program for all Junior Kindergarten and Kindergarten students across Ontario. A memorandum to the sector (March 27, 2013, EL1 – Full-Day Early Learning Kindergarten Program Funding for 2013–14) advised school boards that this integration would occur in 2014–15.

This is a significant step forward in the process of building a cohesive and increasingly integrated system of early years support for our youngest learners and their families.

Key points of the transition to full operating funding through the GSN are:

- The Elementary Pupil Foundation Grant, currently organized in two grade groupings – Primary (JK to Grade 3) and Junior and Intermediate (Grades 4 to 8) – will be reconfigured into three groupings: Kindergarten (JK/K), and Primary (Grades 1 to 3), and Junior and Intermediate (Grades 4 to 8). Each group will be funded on the basis of its unique class size standards and staffing model:

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#### **Class Size and Staffing Models for Elementary Pupil Foundation Allocations**

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<b>Pupil Foundation Allocations</b>	<b>Average class size funded</b>
Kindergarten (JK/K)	<ul style="list-style-type: none"> <li>• 26.0 students</li> <li>• 1 classroom teacher</li> <li>• 1 early childhood educator (ECE)</li> </ul>
Primary (Grades 1 to 3)	<ul style="list-style-type: none"> <li>• 19.8 students</li> <li>• 1 classroom teacher</li> </ul>
Junior and Intermediate (Grades 4 to 8)	<ul style="list-style-type: none"> <li>• 24.5 students</li> <li>• 1 classroom teacher</li> </ul>

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- Funding for ECEs, which was previously provided through EPO, will be allocated through the Kindergarten Pupil Foundation Allocation, with funding to recognize the salary grid (“qualifications and experience”) for ECEs provided through the Cost Adjustment and Teacher Qualifications and Experience Grant. Funding for ECEs will be determined by class size requirements.
- The Supported Schools (referred to as “outlying schools” in the Grants for Student Needs – Legislative Grants for the 2014-2015 School Board Fiscal Year regulation) calculation for FDK has been restructured to reflect these changes.

- The Declining Enrolment Adjustment Grant has been revised for 2014–15 so that it is held harmless against the increase in Kindergarten Average Daily Enrolment (ADE) resulting from the FDK transfer into the GSN.
- Classrooms identified as Kindergarten rooms in the School Facility Information System (SFIS) will have their on-the-ground (OTG) loadings automatically revised to 26, to reflect average FDK class size. School boards are to ensure that facility modifications resulting from the implementation of FDK are accurately accounted for in SFIS.
- Like other elementary pupils, students in FDK who are enrolled for an average of at least 210 minutes per school day will be “full-time” rather than “half-time” pupils for purposes of calculating ADE. Any student who is receiving less than an average of 210 minutes of instruction will be “part-time” for the purposes of ADE.
- The average daily length of program required for FDK Immersion French funding through the French as a Second Language Allocation will change from the current 75 minutes to 150 minutes, as is currently required for Grades 1 to 8 Immersion. This maintains the program approach that, for Immersion, instruction in French should represent 50 percent, or more, of the school day. The per-pupil dollar amount for FDK Immersion will remain the same as for Grades 1 to 8 Immersion.
- Other allocations in the GSN that use ADE as a factor will automatically adjust to the change in Kindergarten ADE.
- With full implementation, the Ministry will continue to provide funding for Early Years Lead positions in all school boards as an EPO transfer payment outside the GSN.

## B. Labour Framework

We are coming to the end of the final year of the current Labour Framework with collective agreements in the sector expiring August 31, 2014. A new round of collective bargaining has not yet begun. However, in the absence of new collective agreements being in place as of September 1, 2014, or mutually agreed upon decisions that might be taken at the bargaining table, the existing terms and conditions of employment in expired collective agreements will continue into the 2014–15 school year, unless these terms and conditions are specifically time limited in the current collective agreements.

This continuation of terms and conditions of employment is due to the application of the statutory freeze provisions of the *Ontario Labour Relations Act* to expired collective agreements.

In particular, the delay in salary grid movement (known as the “97th day” provisions) would continue into the 2014–15 school year. Unpaid days for teachers are specific to the 2013–14 school year, and would not continue.

The statutory freeze carry-over into the 2014–15 school year would also apply to other monetary collective provisions including benefit levels and practices, long-term

disability, maternity leave benefits, the sick leave/short-term disability plan, and WSIB benefits. These provisions are supported by funding commitments agreed to as part of the Implementation Cost Estimate (ICE) Working Group process, such as:

- **Funding for an additional sick day – \$30 million:** the number of sick days was increased from 10 to 11 days. In 2013–14, this funding was built into the GSN benchmarks and will continue.
- **Expanding eligibility for sick leave – \$3 million:** eligibility for sick leave and short-term leave and disability plan benefits was expanded to capture a wider range of employees. As in 2013–14, funding will flow to boards based on a table amount in the 2014–15 grant regulation.
- **Expanding benefits for maternity leave – \$24.5 million:** the minimum benefit period for maternity leave was extended from 6 to 8 weeks. This funding will also be flowed through a table amount.

We will also be meeting our MOU commitment to eliminate the salary differential between the Elementary Teachers' Federation of Ontario (ETFO) and non-ETFO teachers that is currently reflected in the Addendum to the Technical Paper 2013–14 and in the supporting GSN regulations. These changes, which will also result in revisions to the corresponding salary grids, will become effective September 1, 2014.

The Ministry will continue to implement a reduction in the benefits funding benchmarks as part of the phase-out of retirement gratuities, which began in 2012–13. As in 2013–14, the phase-out will be implemented through a reduction to all benefits benchmarks in the GSN. This 0.167 percent reduction will be applied to the benefits benchmarks in the Foundation Grants with equivalent adjustments to the benefits benchmarks in the special purpose grants.

### C. School Board Efficiencies and Modernization (SBEM)

The 2013 Budget announced that the Ministry of Education would consult with education stakeholders on efficiencies and modernization measures, with savings through this strategy beginning in the 2014–15 school year.

During the week of November 18, 2013, consultations were held with trustees, board directors of education, school board business officials, principals and vice-principals, teacher federations, support staff representatives, parent groups, student trustees, and the Minister's Advisory Council on Special Education (MACSE). Written submissions were also solicited and received from various parties in the education sector. A [summary report](#) is now available on the Ministry's website.

A key consensus to emerge from the consultation was the potential to work together to make more efficient use of school space in Ontario. There is currently empty school space across the province that could be better utilized from the school board perspective. We heard that school space should be viewed as a potential community resource that could be supported by creative partnerships, and so space could be better

utilized from a community perspective as well. Finally, it was indicated that both time and increased capital investments would be required to create new space or adapt existing space to new purposes.

As a result, we are taking a measured and phased approach to promoting a more efficient use of school space. This strategic approach consists of the following elements:

- Revising GSN grants and allocations to incent boards to make more efficient use of school space;
- Revising the Pupil Accommodation Review Guideline (PARG) to make the process more effective for boards and the community;
- Providing more capital funding to support consolidations and right-sizing of school facilities;
- Providing funding to boards to build planning capacity where there is a need to address underutilized schools; and
- Consulting with the sector on a regular basis on issues related to the GSN, including issues related to making more efficient use of school space.

### ***2014-15 GSN Changes Related to the Efficient Use of School Space***

#### **a) Changes to the Top-up Calculations:**

The first element of this measured approach will be to make adjustments to the grants that support the operation of school space that school boards report is underutilized. We expect that boards that have not looked at ways to consolidate space – including sharing space between elementary and secondary panels – will re-evaluate that possibility as well. We hope that these changes may also provide incentives to boards to seek out additional community partnerships, where these partnerships make sense for both the board and potential partners.

For 2014–15, we will be reducing the threshold for Base Top-up funding for the School Renewal and School Operations Allocations. Base Top-up currently provides funding for up to 15 percent of a school's excess capacity to a maximum of 100 percent capacity. Under the new calculation, Base Top-up funding will be provided for up to a maximum of 95 percent of a school's capacity.

We will also be introducing a two-tiered system for calculating Base Top-up funding that is determined by a school's utilization rate. Under this new structure, schools at, or below, 65 percent utilization, will be provided with top-up funding that recognizes 10 percent of their excess capacity. This is a reduction from the current 15 percent top-up rate. However, schools with utilization rates greater than 65 percent will continue to be eligible for top-up funding that recognizes 15 percent of their excess capacity.

These changes will not affect schools qualifying for Enhanced Top-up under the School Renewal and School Operations Allocations. These schools will continue to receive top-up funding for up to a maximum of 100 percent of their excess capacity.

## **b) Investments in Supported Schools:**

We heard in the SBEM consultations that Supported Schools – that is low-enrolment schools that are located too far from a neighbouring school of the same board and panel to be closed or consolidated – should stay open and, in some cases warrant additional support.

We will, therefore, be providing additional funding to better support minimum staffing levels where boards make the most use of space by combining both panels in the same school. Currently, a Supported School that houses both an elementary and a secondary school is treated as a secondary school for funding purposes. Under the new approach, these schools will generate funding for elementary and secondary teachers separately based on a school's corresponding elementary and secondary enrolment. This change recognizes the operational reality that elementary and secondary teachers are not interchangeable. With this change these schools should generate more funding than under the current approach. This change may also encourage boards to combine schools from different panels in one location.

Additional funding will also be flowed for Supported Schools to help ensure the viability of FDK at these facilities by ensuring there is a minimum core staffing of ECEs where there is sufficient enrolment.

## **c) Revisions to the Pupil Accommodation Review Guideline**

The Ministry's *Pupil Accommodation Review Guideline* provides direction to school boards on how to conduct public accommodation reviews to determine the future of a school, or group of schools. The Guideline, which was last revised in 2009, outlines the minimum requirements, such as timelines, that boards need to follow when consulting with their communities about potential school closures, and identifies issues that need to be considered as part of the decision-making process.

Since the Guideline was last revised, the Ministry has continued to receive feedback on both the Guideline and the accommodation review process from boards, parents, students, and community members. At the SBEM consultations, we were clearly told that better tools are needed to more effectively deal with accommodation decisions. In recognition of these concerns, the Ministry has recently initiated a review of the Guideline and will be developing options that should make the accommodation review process more flexible for school boards, while at the same time ensuring that the community has meaningful input. The Ministry has already begun consultations with representatives from school boards who currently sit on the Ministry's Capital Advisory Committee. As part of the review, the Ministry intends to consult with other education stakeholders in the Spring, with a revised Guideline expected to be released in the Summer of 2014.

More information on the revised Guideline, and board requirements to adapt existing accommodation review policies to reflect the revised Guideline, will be provided at that time.

#### **d) Capital Investments to Support Efficient Use of School Space**

In support of the SBEM initiative, the government has established a new, four-year, \$750 million School Consolidation Capital (SCC) program to help boards manage their school space more efficiently. The Ministry recognizes that for school boards to effectively and efficiently manage their excess capacity, they will need to, in some instances, right-size their capital foot-print. This funding will be allocated on a business-case basis for new schools, retrofits and additions that support consolidations. Approximately \$100 million of this funding will be allocated to support 23 consolidation projects that were approved for funding as part of the 2013–14 Capital Priorities program. The Ministry will provide more details in the near future about how the remaining SCC funding will be allocated.

#### **e) Investments in Capital Planning Capacity**

We were told during the SBEM consultations that savings should be reinvested to help boards address their accommodation challenges. We will therefore be providing boards with \$8.3 million to support policy development and capacity building to undertake the planning necessary to make more efficient use of their space. This funding will be targeted to boards that have consolidation opportunities and may not have adequate planning capacity. Details regarding the allocation of this new funding will be available shortly.

#### **f) Ongoing GSN Consultations**

Building on the consultations held for this year's GSN, it is the government's intent to re-invigorate the process of annual GSN consultations with the education sector. As in years past, these consultations will focus on changes to the GSN that better align the GSN with board cost structures, drive efficiencies, and support the government's student achievement agenda.

As part of that process, we will continue to engage stakeholders on ways that the GSN can support, and drive, more efficient use of school space. The government expects that, at the same time, school boards will continue to find ways to make better use of their space by looking at creative approaches, such as having both panels sharing space in the same building.

We also intend to consult with other provincial Ministries to develop a policy on how best to promote the sharing of space with a wider range of community partners.

#### **g) Summary of SBEM Impacts**

The changes to Base Top-up will result in savings of \$42.4 million. Of those savings, \$23.8 million will be reinvested in Supported Schools and Capital Planning Capacity, as noted above, resulting in net savings of \$18.6 million. At the same time the Province is investing \$750 million over four years to help boards make more efficient use of their school space, as well as an additional \$1.25 billion investment over three years in renewal funding, which is discussed further below.

## **D. Other Capital Investments**

### ***Capital Priorities***

The Ministry is currently finalizing the 2013–14 Capital Priorities funding approvals. The Ministry received a total of 268 project submissions and is providing funding approvals for 78 projects. We expect to provide more details on funding allocations for this round of Capital Priorities later this Spring. An announcement about the next round of Capital Priorities is expected to be made later in the year.

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

Since 2011, the Ministry has assessed over 2,800 facilities across all 72 school boards under the Condition Assessment Program. Based on the assessment results compiled to date, the Ministry is aware that there are many schools that have a significant backlog of renewal needs and require additional investments in school renewal to prevent further school condition deterioration and ensure that students continue to have safe and healthy learning environments. As a result, over the next three years, the government is making a significant new investment of \$1.25 billion in School Condition Improvement (SCI) funding, with \$250 million of this funding to be allocated in 2014–15. This new investment extends the Ministry's initial three-year program that was to end in the 2013–14 school year, and represents the largest government investment in school renewal since the Good Places to Learn Renewal Program in the mid-2000s. This investment will also help school boards improve the overall energy efficiency of schools and meet their Accessibility for Ontarians with Disabilities Act (AODA) compliance requirements.

For the 2014–15 school year, SCI funding will be allocated in the same manner as in the past three years. For 2015–16 and 2016–17, SCI funding will be increased to \$500 million per year and will be allocated using a new funding methodology that will include information collected from the Condition Assessment Program. As in previous years, boards are reminded that all SCI funds must be used for expenditures that meet the requirement to be capitalized. Boards are also reminded that all expenditures using SCI funds must be reported in the Total Capital Planning Solutions (TCPS) database. Boards that fail to report their SCI-funded expenditures in TCPS in a timely manner may not be eligible to receive full SCI funding in future years. The Ministry also intends to develop enhanced accountability measures for school board reporting of SCI expenditures for the 2015–16 school year.

### ***Land and Temporary Accommodations***

The Ministry will continue to support costs related to temporary accommodation, which includes leases for permanent instruction space, portable leases and purchases, and portable moves. The Ministry will also continue to support land purchases that support approved capital priorities.

## E. Other Funding Formula Reforms

### ***Changes to School Board Administration Funding***

In 2010, the School Board Administration and Governance Advisory Group (BAAG) was established to develop a new funding model for school board administration. The new model is to replace the largely enrolment-based allocations with an approach that better reflects the key cost drivers and cost structures of school boards, as determined by board-level data.

In 2014, BAAG submitted a [report](#) with recommendations that is now available on the Ministry's website. Based on this advice, the Ministry will begin to implement a new allocation model for the key components of the School Board Administration and Governance Grant. The new model fully implements the recommendations in the report, with the exception of the recommendation for a two-year phase-in period. In recognition of the need for an adequate period of adjustment, we will be implementing the new model over a four-year period.

Under the new model, three of the seven allocations in the current grant, which represents the majority of funding, will be replaced, with no changes being made to the four remaining allocations. The new model uses formulas for each of the ten core functions below, which were recommended by BAAG. It should be noted that this new model does not affect the Trustees Allocation.

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**Current Allocations**  **New Core Functions<sup>1</sup>**

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<ol style="list-style-type: none"> <li>1. Directors and Supervisory Officers</li> <li>2. Board Administration</li> <li>3. Multiple Municipalities</li> </ol>	<ol style="list-style-type: none"> <li>1. Director of Education</li> <li>2. Senior Administration</li> <li>3. Director's Office</li> <li>4. Human Resources</li> <li>5. Finance</li> <li>6. Payroll</li> <li>7. Purchasing / Procurement</li> <li>8. Administration and Other Supports</li> <li>9. Information Technology function</li> <li>10. Non-Staff</li> </ol>
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While funding is generated for each of the ten core functions, boards are not required to match expenditures to the funding related to core function. In addition, school boards will continue to have the flexibility to allocate a portion of certain GSN grants and other non-GSN revenue to support board administration expenses.

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<sup>1</sup> The following allocations remain unaffected: Trustees, Reporting Entity Project, Parent Engagement Funding, Internal Audit.

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The government recognizes the importance of board administration in providing strategic leadership for the education sector. As with all parts of the GSN, the government is open to an evidence-based review of the new model as part of the ongoing GSN consultation process in the future.

### ***Special Education***

The High Needs Amount (HNA) Allocation of the Special Education Grant continues to evolve based on extensive consultation with stakeholder representatives, especially the Special Education Funding Working Group. We believe that this most recent step in the evolution of the HNA Allocation will provide greater fairness and equity. The new HNA Allocation will better reflect the variation among boards with respect to students with high special education needs and boards' abilities to meet those needs.

In 2014–15, we will begin eliminating both the legacy HNA per-pupil amounts and the transitional HNA Stabilization support. Funding from these changes will gradually be repurposed and redistributed to increase the proportion of funding that is allocated through both the HNA Measures of Variability Amount (MOV) and the Special Education Statistical Prediction Model (SESPM). In addition, a High Needs Base Amount for Collaboration and Integration will be introduced to provide a “floor/base” of high needs funding using the same amount for all school boards.

These changes, though revenue neutral provincially, will have redistributive impact among boards, and will, therefore, be phased in over four years. More details on these changes are available on the [Ministry's website](#).

### ***Mental Health Leaders***

For 2014–15, annual funding for Mental Health Leaders in school boards is being moved from EPO into the GSN. This \$8.76 million in funding supports the salary and benefits costs (\$120,000) of one Mental Health leader in each school board, plus one leader to be shared by the four District School Authorities. Funding will be allocated through a separate component of the Learning Opportunities Grant. This funding will be enveloped to ensure that there is at least one Mental Health leader in every school board in the province.

## **F. Keeping Up with Costs**

### ***Student Transportation***

In 2014–15, the Student Transportation Grant is projected at \$883.5 million, which includes a 2 percent increase to help boards manage increased costs. As in previous years, this 2 percent cost 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 2014–15 school year.

In 2010–11, the Ministry introduced a constraint measure where boards had to absorb 50 percent of the transportation revenue that was lost due to declining enrolment. In 2014–15, we will be returning to the funding policy where support is provided for 100 percent of the funding decrease resulting from declining enrolment. This change will help boards maintain transportation service levels despite declining enrolment and help meet transportation pressures that may emerge from school consolidations.

### **Utilities**

For 2014–15, the Ministry will again provide a 2 percent cost benchmark update to the non-staff portion of the School Operations Allocation benchmark to assist boards in managing the increases in commodity prices (natural gas, facility insurance, and other costs). There will also be additional funding to further assist boards with electricity costs. In total, the electricity component of the School Operations Allocation benchmark will increase by 7.3 percent, based on the Ministry of Energy's most recent Long-Term Energy Plan.

### **Construction Benchmarks**

The Ministry is increasing the elementary and secondary new construction cost benchmarks to \$178.51/ft<sup>2</sup> (\$1,921.46/m<sup>2</sup>) and \$194.74/ft<sup>2</sup> (\$2,096.16/m<sup>2</sup>) respectively. This represents a 4 per cent increase to both construction cost benchmarks. These changes reflect higher construction costs since the benchmarks were last updated in 2011. This increase will apply to all new project approvals, including those approved under the 2013–14 Capital Priorities funding program.

## **G. Accountability**

Over the past several years, some school boards have been using their School Renewal Allocation on renewal expenditures that are operating in nature. For 2014–15, the Ministry is taking steps to protect school renewal funding for use on capital expenditures. An envelope will be created for the amount of school renewal funding that can be spent on renewal activity that is operating in nature. The envelope will be limited to an additional 5 percent of each board's average school renewal dollars spent on operating expenses from the 2010–11, 2011–12, 2012–13 school years. The envelope for each board will remain unchanged for 2015–16 and 2016–17.

This measure ensures that most of the current renewal spending on capital, as well as the increased renewal funding available to boards through the integration of FDK in the GSN and the introduction of SCI funding in 2014–15, will be protected for capital purposes.

As we consult further with the sector on efficiencies and modernization, we will continue to focus on streamlining all reporting requirements, wherever possible. At the same time, we will continue to work with the sector to monitor those allocations that are targeted to the government's key priorities to understand how that funding is used for its intended purpose. Allocations of particular focus will be those in the Learning Opportunities Grant that directly support student achievement objectives, as well as the funding in the GSN that helps ensure safe learning environments in Ontario schools.

## H. School Authorities

As in previous years, funding for school authorities will be adjusted in 2014–15, as appropriate, to reflect changes in funding to district school boards. The Ministry will provide further information concerning funding in 2014–15 for school authorities in the near future.

## I. Reporting

### *Dates for Submission of Financial Reports*

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

<b>Date</b>	<b>Description</b>
June 30, 2014	Board Estimates for 2014–15
November 14, 2014	Board Financial Statements for 2013–14
November 28, 2014	Board Enrolment Projections for 2015–16 to 2018–19
December 15, 2014	Board Revised Estimates for 2014–15
May 15, 2015	Board Financial Report for September 1, 2014, to March 31, 2015

The Ministry expects that Estimates forms will be available on EFIS in mid-April.

## J. Information Resources

The GSN regulations for 2014–15, which implement the changes described in this memorandum, have been made by the Lieutenant Governor in Council. The new funding regulations are:

1. *Grants for Student Needs – Legislative Grants for the 2014–15 School Board Fiscal Year;*
2. *Calculation of Fees for Pupils for the 2014–15 School Board Fiscal Year;* and
3. *Calculation of Average Daily Enrolment for the 2014–15 School Board Fiscal Year.*

As is the case each year, a variety of technical amendments have been made to the GSN and other related regulations from prior years.

All of the above regulations may be accessed through the [Ministry's public website](#), along with the *Technical Paper 2014–15* and *School Board Funding Projections for the 2014–15 School Year*.

If you require further information about school board funding in 2014–15, please contact:

<b>Branch</b>	<b>Contact</b>	<b>Telephone and E-Mail</b>
Capital funding	Grant Osborn	(416) 325-1705 grant.osborn@ontario.ca
Financial accountability and reporting requirements	Marie Li	(416) 326-0201 marie.li@ontario.ca
Operating funding	Joshua Paul	(416) 327-9060 joshua.paul@ontario.ca
Student Transportation Grant	Cheri Hayward	(416) 327-7503 cheri.hayward@ontario.ca
Special Education	Barry Finlay	(416) 325-2889 barry.finlay@ontario.ca

The 2014–15 GSN reflects the considerable work that has been completed, but also reflects the considerable work that remains to be done. For example, we have successfully completed the integration of FDK in the GSN as a core education program within the GSN. But, we are also just beginning to take the steps and provide the supports that are necessary to make more efficient use of school space. Our renewed commitment to consultation and collaboration with the sector will help ensure that progress is made, and that meaningful gains are achieved in this area, so that Ontario students can benefit from a more efficient and modern education system.

We very much appreciate the collaborative approach taken in addressing funding issues and will continue to foster ongoing dialogue in addition to our annual GSN consultations.

*Original signed by*

Gabriel F. Sékaly  
Assistant Deputy Minister

Copy:

Howie Bender, Chief of Staff  
G. Zegarac, Deputy Minister  
Assistant Deputy Ministers  
Superintendents of Business and Finance  
Superintendents of Human Resources  
Executive Directors, Trustee Associations  
Executive Director, CODE  
Federations and Unions

**Ministry of Education**

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Queen's Park  
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**Ministère de l'Éducation**

Édifce Mowat  
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Toronto ON M7A 1L2

**2014:B5**

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

**FROM:** Grant Clarke, ADM  
Learning and Curriculum Division

Mary Jean Gallagher, ADM  
Student Achievement Division

Jim Grieve, ADM  
Early Years Division

Janine Griffore, ADM  
French-Language, Aboriginal Learning and Research

Barry Pervin, ADM  
Leadership and Learning Environment Division

Gabriel F. Sékaly, ADM  
Financial Policy and Business Division

Pamela Skinner, CAO and ADM  
Corporate Management and Services Division

**DATE:** March 27, 2014

**SUBJECT:** **2014-15 School Year Education Programs – Other (EPO) Funding**

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The Ministry of Education is pleased to announce the 2014-15 projected EPO funding in conjunction with the Grants for Student Needs (GSN) memorandum release.

<b>Changes and Improvements - new to this announcement</b>
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To better facilitate school boards' budget planning process and consolidate and streamline reporting requirements, the ministry is implementing the following changes and improvements:

## Transition to School Year to Align with GSN

This memorandum covers the September 1, 2014 to August 31, 2015 funding period. Ministry staff will work with school boards to confirm the funding requirements for the April 1, 2014 to August 31, 2014 funding period to help ensure a smooth implementation.

## New Reporting Mechanism

The ministry will implement the following two-phased approach to streamline EPO reporting requirements:

- **Phase 1 (High level financial reporting)** - Beginning in April 2014, the ministry will incorporate EPO financial reporting (high level) into the Education Financial Information System (EFIS) to better facilitate boards' budget planning process. Timing for EPO financial reporting, for planning purposes and actual expenditures, will be synchronized with current GSN reporting cycles (e.g. Estimates reporting in June, Revised Estimates reporting in December, and Financial Statements for previous school year in November).

Once implemented, the new financial reporting mechanisms will also standardize the process for identification of unspent funds in EPO and the process for boards' requests to re-profile (using current school year unspent funds in the next school year). Please note that all approved re-profiled funding is to be recorded as deferred revenue.

- **Phase 2 (Detailed financial reporting and non-financial program reporting)** - The ministry is currently exploring options to streamline the requirements for detailed financial reporting and non-financial program reporting. The target date for implementing a new approach is for the 2015-16 school year. Prior to Phase 2 implementation, ministry staff will continue to work with boards to obtain program effectiveness and outcomes detail.

## Transfer Payment (TP) Agreement Template Revision

As communicated in a previous SB memorandum (2013:SB17), to ensure that TP agreements reflect the current policies and directives, starting in the 2014-15 school year, the revised TP Agreement template will be used for new contracts made after April 1, 2014.

## Full-Day Kindergarten Program Funding

Starting in September 2014 and onwards, funding for the Full-Day Kindergarten program will be transferred to the GSN and will no longer be funded through EPO, other than \$8.7 million for Early Years Leads which will continue to be funded through EPO.

## Parenting and Family Literacy Centres

Funding for Parenting and Family Literacy Centres has been transferred to the Child Care and Early Years Program. The current level of investment has been maintained.

Consistent with the previous communications, District School Boards (DSBs) are expected to pursue program objectives and meet reporting requirements outlined in the TP agreement appendices and initiative memoranda. DSBs are encouraged to identify opportunities to coordinate and integrate work across EPO funded programs in combination with other identified improvement needs.

## **Funding Allocations**

To facilitate your budget planning for the 2014-15 school year, we confirm that \$178.9 million will be allocated to school boards and school authorities to sustain EPO funded priority education initiatives. Within this amount:

- \$119.7 million is allocated by program, with school board allocation detailed in this memorandum; and
- \$59.2 million has been allocated by program, with school board allocations to be confirmed later in the year.

Initiative (\$M)	Allocated	To be Allocated	Grand Total
Aboriginal Education - First Nation, Métis and Inuit (FNMI) Education Policy Framework Implementation	-	4,737,349	4,737,349
Adult and Continuing Education	-	116,538	116,538
Autism Supports and Training	3,000,000	-	3,000,000
Children and Youth in Care	-	1,000,000	1,000,000
Collaborative Inquiry for Learning – Mathematics	4,815,000	185,000	5,000,000
Community Use of Schools - Outreach Coordinators	6,356,000	44,000	6,400,000
Community Use of Schools: Priority Schools	7,480,000	-	7,480,000
Early Years Leads Program	8,745,100	-	8,745,100
e-Learning Contact Project	6,405,000	-	6,405,000
Energy Procurement and Conservation	2,000,000	-	2,000,000
Enrolment Reporting Initiative	-	2,000,000	2,000,000
Entering the Digital World	1,320,000	-	1,320,000
Equity and Inclusive Education - Parent Engagement	875,000	-	875,000
Focus on Youth	7,000,000	-	7,000,000
French-language School and Student Support Grades 7 to 12	-	840,000	840,000
Learning for All K-12 Regional Projects	1,500,000	-	1,500,000
Library Staff Investment Project	9,818,775	-	9,818,775
MISA Local Capacity	3,200,000	-	3,200,000
MISA Network Centres	1,610,000	-	1,610,000
New Policy Development	-	843,500	843,500
Implementation of Board Mental Health Strategies	1,400,000	-	1,400,000
School Mental Health ASSIST (SMH ASSIST)	1,000,000	-	1,000,000
Ontario Leadership Strategy	-	3,976,246	3,976,246
Outdoor Education and Engagement	-	20,000,000	20,000,000
Professional Learning Communities (PLC) to Support the Development of French Language	600,000	-	600,000
Provincial Math Support Strategy, Grades 7 to 10	1,200,000	-	1,200,000
Re-Engagement Initiative (12&12+)	-	1,200,000	1,200,000
First Nations Métis and Inuit (FNMI) Engagement/Re-Engagement Initiative	-	500,000	500,000
Safe and Accepting Schools	4,730,000	-	4,730,000
Small and Northern Boards Mathematics	4,360,000	-	4,360,000
Specialist High Skills Major (SHSM)	-	6,600,000	6,600,000
Student Engagement – SpeakUp	-	1,150,000	1,150,000
Student Success – Building Capacity for Differentiated Instruction	1,700,000	-	1,700,000
Student Success - Building Capacity for Effective Instruction in Literacy for Adolescents	1,700,000	-	1,700,000
Student Success - Building Capacity for Effective Mathematics Instruction	1,700,000	-	1,700,000
Student Success – Building Innovative Practice, Grades 7 - 10	531,874	-	531,874
Student Success - Collaborative Inquiry for Instructional Impact	1,700,000	-	1,700,000
Student Success – Middle Years Collaborative Inquiry, Grades 7 – 10 Mathematics	531,874	-	531,874
Student Success – Ontario Public Service (OPS) Learn and Work Program	-	800,000	800,000
Student Success School and Cross Panel Teams - Supporting Transitions and Innovative Practices	2,231,000	-	2,231,000
Student Success School Support Initiative	-	4,500,000	4,500,000
School Support Initiative – First Nations Métis and Inuit	-	560,000	560,000
Student Work Study	12,500,000	-	12,500,000
Supporting Implementation of Full-Day Kindergarten	475,800	224,200	700,000
Supporting Implementation of Policies and Programs	350,000	-	350,000
System Implementation and Monitoring (SIM) - Regional Network Sessions	1,800,000	-	1,800,000
System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support	17,109,600	5,575,400	22,685,000
Teacher Learning and Leadership Program (TLLP)	-	3,140,000	3,140,000
Tutors in the Classroom	-	1,200,000	1,200,000
<b>Grand Total</b>	<b>119,745,022</b>	<b>59,192,233</b>	<b>178,937,255</b>

\* Numbers may appear to not add up due to rounding.

## **SECTION 1. PROGRAM ALLOCATIONS WITH SCHOOL BOARD DETAIL**

[Refer to Appendix A for details]

Program funding of \$119.7 million has been allocated board-by-board.

<b>Initiative (\$M)</b>	<b>Allocated</b>
Autism Supports and Training	3,000,000
Collaborative Inquiry for Learning – Mathematics	4,815,000
Community Use of Schools - Outreach Coordinators	6,356,000
Community Use of Schools: Priority Schools	7,480,000
Early Years Leads Program	8,745,100
e-Learning Contact Project	6,405,000
Energy Procurement and Conservation	2,000,000
Entering the Digital World	1,320,000
Equity and Inclusive Education - Parent Engagement	875,000
Focus on Youth	7,000,000
Learning for All K-12 Regional Projects	1,500,000
Library Staff Investment Project	9,818,775
MISA Local Capacity	3,200,000
MISA Network Centres	1,610,000
Implementation of Board Mental Health Strategies	1,400,000
School Mental Health ASSIST (SMH ASSIST)	1,000,000
Professional Learning Communities (PLC) to Support the Development of French Language	600,000
Provincial Math Support Strategy, Grades 7 to 10	1,200,000
Safe and Accepting Schools	4,730,000
Small and Northern Boards Mathematics	4,360,000
Student Success – Building Capacity for Differentiated Instruction	1,700,000
Student Success - Building Capacity for Effective Instruction in Literacy for Adolescents	1,700,000
Student Success - Building Capacity for Effective Mathematics Instruction	1,700,000
Student Success – Building Innovative Practice, Grades 7 - 10	531,874
Student Success - Collaborative Inquiry for Instructional Impact	1,700,000
Student Success – Middle Years Collaborative Inquiry, Grades 7 – 10 Mathematics	531,874
Student Success School and Cross Panel Teams - Supporting Transitions and Innovative Practices	2,231,000
Student Work Study	12,500,000
Supporting Implementation of Full-Day Kindergarten	475,800
Supporting Implementation of Policies and Programs	350,000
System Implementation and Monitoring (SIM) - Regional Network Sessions	1,800,000
System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support	17,109,600
<b>Grand Total</b>	<b>119,745,022</b>

\* Numbers may appear to not add up due to rounding.

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

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

### ***Collaborative Inquiry for Learning – Mathematics (CIL-M) (\$4.8M)***

Collaborative Inquiry for Learning – Mathematics (CIL-M) in every region of the province is:

- building knowledge about mathematics instruction to improve student learning and achievement
- implementing capacity building strategies to enable sustainable learning communities that involve participants representing various roles within the school board
- supporting principals' mathematics instructional leadership through participation in the CIL-M network
- providing a professional learning framework that supports the spread of collaborative inquiry across the entire district school board

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

Funding for this program continues in 2014-15 to fund Outreach Coordinators who help to ensure the effectiveness of the Community Use of Schools program, support schools as community hubs at the local level and explore options for the sharing of underutilized school facilities.

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

The Community Use of Schools program includes funding for the Priority Schools initiative, which provides free access to school space for non-profit groups, outside of school hours. The selected schools are located in communities that need it most.

### ***Early Years Leads Program (\$8.7M)***

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

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

In the 2014-15 school year, an allocation of \$8.4M will be provided for ongoing EY Lead positions and one-time funding of \$0.3M for professional development/release time for educators.

***e-Learning Contact Project (\$6.4M)***

Funding continues for one e-Learning Contact (eLC) position per district school board for the 2014-15 school year to support technology enabled learning and teaching in Ontario. The eLC position will coordinate and lead boards in the implementation of the provincial e-learning strategy.

***Energy Procurement, Conservation and Management (\$1.5M)***

This funding will assist school boards in meeting energy procurement, energy conservation and energy management requirements.

***Entering the Digital World (\$1.3M)***

In 2014-2015 French-language school boards will continue to receive funding - \$110,000 per school board to ensure the hiring of a French-language e-Learning Contact. The objective is to strengthen the capacity of school leaders and teaching staff to use the e-learning environment and support blended and online learning. Technology-enabled pedagogy is intended to support innovative teaching and learning through 21<sup>st</sup> century practices.

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

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

***Focus on Youth Summer Program (\$7.0M)***

Funding for this program continues in 2014-15 to support the partnership between select school boards and local community agencies to provide summer programming and employment opportunities for students in urban, high-needs neighbourhoods.

***Learning for All K-12 Regional Projects (\$1.5M)***

The ministry will provide school boards with funds to continue mobilizing knowledge and sustain professional learning pertaining to the resource guide "Learning for All, K-12" (2013). This funding will continue to support Learning for All K-12 regional projects and professional learning that integrate the following areas of focus:

- “knowing your student” and “students knowing themselves as learners” - implementation of the resource guide “Learning for All, K-12” (2013) and the use of an integrated process of assessment and instruction through collaborative inquiry
- continuous improvement of Individual Education Plans (IEPs) and transition plans as critical tools in driving student achievement and well-being for students with special education needs

### ***Library Staff Investment Project (\$9.8M)***

Funding continues for library staff (teacher-librarians and/or library technicians) within elementary schools. Board allocations have been revised for the 2014-15 school year.

### ***Managing Information for Student Achievement (MISA) Local Capacity and Network Centres (\$4.8M)***

MISA has enabled boards to increase the capacity of teachers, principals, and board administrators to utilize information in support of improved student outcomes. Building on the success of this initiative, the ministry will provide \$3.2M in direct funding to further assist with MISA Local Capacity Building efforts and \$1.6M to the seven MISA Professional Network Centres (PNCs) established in 2005.

### ***Ontario’s Comprehensive Mental Health and Addiction Strategy - Implementation of Board Mental Health Strategies (\$1.4M)***

All boards will use this funding to support educators to increase mental health awareness to further support students with mental health and/or addiction needs. The board will also continue to develop and implement a comprehensive school board-level student mental health and addictions strategy. Boards may also use this funding to help offset the travel costs of their Mental Health Leaders and Supervisory Officers to participate in School Mental Health ASSIST meetings. These meetings provide a collaborative learning space with a focus on district leadership for effective school mental health practices. Each session includes professional learning plus opportunities for provincial cross-board dialogue.

### ***Ontario’s Comprehensive Mental Health and Addiction Strategy - School Mental Health ASSIST (SMH ASSIST) (\$1.0M)***

SMH ASSIST is part of the Ministry of Education’s commitment to Ontario’s Comprehensive Mental Health and Addictions Strategy. SMH ASSIST is a provincial implementation support team designed to help all 72 school boards as they promote student mental health and well-being. Mental Health Leaders provide leadership in their boards to develop and implement a board mental health and addictions strategy. SMH ASSIST is focused on building organizational conditions for effective school mental health practices, enhancing educator capacity in the area of student mental health and

implementing evidence-based mental health promotion and prevention programming in schools.

***Professional Learning Communities (PLC) to support the development of French language (\$0.6M)***

In 2014-2015, French-language school boards will receive funding to support the implementation of collaborative inquiries connected to the school and board improvement plans, as well as the *School Effectiveness Framework K-12*. The funding is intended for release-time, travel and logistical costs for the PLC meetings at the local level. The objective of the funding is to improve student success in reading, writing and oral communication, from kindergarten to grade 12, as well as reducing gaps between boys and girls in these areas. The focus of the professional learning communities may vary according to the needs of schools and school boards, but it could address oral communication for young children (e.g., project COPE, Communication orale de la petite enfance), *actualisation linguistique en français* (ALF) and boys' literacy.

***Provincial Math Support Strategy, Grades 7 to 10 (\$1.2M)***

In 2014-2015, French-language school boards will continue to receive funding to implement the Provincial Math Support Strategy, Grades 7 to 10. The allocated funding will be used to hire a support person at the school board level. This funding supports the objective of improving math teaching and learning.

***Safe and Accepting Schools (\$4.7M)***

School Boards will continue to receive funding for Safe and Accepting Schools in 2014-15. Boards are encouraged to find opportunities to align the use of these funds with the work of their Equity and Inclusive Education (EIE) Networks. The purpose of this funding is to: build on initiatives funded in previous years; support the Safe Schools and EIE Strategies; support compliance with the Accepting Schools Act, 2012; and, take further steps to implementing a whole school approach to promoting safe, inclusive and accepting schools.

***Small and Northern Boards Mathematics (\$4.4M)***

This initiative is designed to enable school boards in the North, as well as small school boards facing achievement challenges in math across the province, to develop expertise among staff and additional local capacity in the area of elementary mathematics. Funding is provided for release time in each of the designated boards, as well as opportunities for professional learning in the area of numeracy.

***Student Success – Building Capacity for Differentiated Instruction (\$1.7M)***

All boards will continue to receive funds for Building Capacity for Differentiated Instruction. The goals of the Differentiated Instruction Professional Learning Strategy

are to:

- increase the instructional knowledge and skills of educators of grades 7-12 so that they can meet the diverse needs of all students, particularly those with persistent achievement challenges
- build awareness of differentiated instruction as a framework for planning and implementing effective instruction, assessment and evaluation practices as outlined in the Ontario curriculum
- facilitate and support professional learning opportunities through collaborative inquiry

Capacity-building will continue to emphasize professional learning for educators at multi-levels that is driven by student learning needs.

\$1.7 million has been allocated for Building Capacity for Differentiated Instruction for all English Language school boards.

***Student Success – Building Capacity for Effective Instruction in Literacy for Adolescents (\$1.7M)***

All boards will continue to receive funds to support Building Capacity for Effective Instruction in Literacy for Adolescents. The investment supports the goals of the provincial Literacy for Adolescents Professional Learning Strategy by providing funding to:

- support the development of leadership capacity in effecting systemic change by identifying and providing professional learning for instructional leaders in literacy (Grades 7-12)
- build the knowledge of teachers of all subjects about effective instructional practices that support adolescent literacy achievement with a focus on students facing persistent challenges in literacy
- offer a range of professional learning options (e.g., workshop series, coaching, collaborative inquiry using the professional learning cycle) so that capacity building strategies are differentiated according to school and educator need

Evidence of classroom implementation, student achievement and engagement is used to inform board planning for the implementation of effective literacy instruction for adolescents.

\$1.7 million has been allocated for Building Capacity for Effective Instruction in Literacy for Adolescents for all English Language school boards.

***Student Success – Building Capacity for Effective Mathematics Instruction (\$1.7M)***

All boards will continue to receive funds to support Building Capacity for Effective Mathematics Instruction. The investment supports the implementation of the Seven Foundational Principles for Improvement in Mathematics outlined in “Paying Attention to

Mathematics Education” (2011). Evidence of classroom implementation, student achievement and engagement is used to inform board planning for the implementation of effective mathematics instruction that meets the learning and engagement needs of students, particularly those facing persistent challenges in mathematics.

\$1.7 million has been allocated for Building Capacity for Effective Mathematics for all English Language school boards.

### ***Student Success – Building Innovative Practice, Grades 7 - 10 (\$0.5M)***

Selected school boards will receive funding to support case study sites for innovative practice to meet the needs of students with persistent achievement challenges. Cross-panel capacity building to improve student learning and reduce gaps in student achievement will emphasize:

- connecting teaching and learning by responding to student learning and engagement needs using a differentiated approach to instruction that is responsive to assessment information including student feedback/voice
- the connections among differentiated instruction, assessment as outlined in “Growing Success” (2011) and approaches to instruction and assessment as outlined in “Learning for All” (2011)
- multi-level learning using a collaborative inquiry model

The case study sites are guided by the key findings and informed by ongoing evidence of impact on educator practice and student learning from the Differentiated Instruction Professional Learning Strategy External Evaluation.

### ***Student Success – Collaborative Inquiry for Instructional Impact (\$1.7M)***

All boards will receive funds to support Collaborative Inquiry for Instructional Impact. The goal of this initiative is to support boards in increasing student achievement and engagement and closing gaps by:

- providing a process for professional learning that is driven by student learning needs
- linking professional learning needs to student learning needs
- focusing on assessing for learning and checking for instructional impact

Capacity building will continue to emphasize multi-level collaborative inquiry as well as professional learning for facilitators of collaborative inquiries.

\$1.7 million has been allocated for Collaborative Inquiry for Instructional Impact for all English Language school boards.

### ***Student Success – Middle Years Collaborative Inquiry, Grades 7–10 Mathematics (\$0.5M)***

Selected school boards will continue to receive funding to support a cross-panel inquiry

project to generate knowledge about and evidence of effective practices in middle years classrooms.

The investment supports boards in developing:

- cross-panel instructional capacity to improve student learning and reduce gaps in student achievement in mathematics as reflected in the BIPSA
- capacity in collaborative inquiry skills and connections among middle years educators to improve mathematics learning for all students from grades 7 to 10
- develop a model to share practices with others in order to build capacity across schools/boards and the province

The inquiry project will be guided by one or more of the Seven Foundational Principles outlined in “Paying Attention to Mathematics Education” (Fall, 2011).

***Student Success – School and Cross Panel Teams: Supporting Transitions and Innovative Practices (\$2.2M)***

All boards will continue to receive funds to support Student Success School and Cross Panel teams. The funds will be used to:

- Develop Transition Plans and support the implementation of initiatives to provide specific supports for students as they move from grade to grade and school to school.
- Support the Transitions and Pathways Collaborative Inquiry and cross panel work to address the needs of students with persistent challenges.
- Track and monitor individual student progress through to the completion of diploma requirements, in particular those students who may be at risk of becoming ‘early leavers’.
- Provide timely supports, education and career planning, and interventions to assist students in completing their academic and non-academic graduation requirements.
- Provide ongoing professional learning for Student Success School and Cross-Panel Teams. In particular, work with school teams to identify the learning and engagement needs of students in risk situations/at risk of not graduating and support teams in the use of research and a variety of resources to develop school and board strategies to address these needs.

\$2.2 million has been allocated to English Language boards.

***Student Work Study (\$12.5M)***

Funding is allocated to support collaborative teacher inquiry into student learning needs and the precise assessment and instructional strategies that close learning gaps and improve achievement.

### ***Supporting Implementation of Full-Day Kindergarten (\$0.5M)***

In 2014-2015, French-language school boards will continue to receive an allowance for the implementation of full-day kindergarten. School boards will receive base funding on top of a per class allowance. The objective of this funding is to pursue the implementation committee's activities at the school board level, to build capacity and to promote play-based and enquiry-based learning.

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

This funding supports school boards to provide the necessary training and support for the implementation of policies such as Growing Success and of new curriculum policy documents, such as Social studies and Canadian and World Studies. The objective is to strengthen the instruction underlying these policies and programs: assessment *as, for and of* learning and inquiry-based learning.

### ***System Implementation and Monitoring (SIM) - Regional Network Sessions (\$1.8M)***

Each DSB receives funding to support the work of a system improvement team composed of school and central board representatives. The team participates in regional network sessions and supports the implementation of effective teaching, learning and leading practices in elementary schools. Funding of \$25,000 per board is allocated in this memorandum.

### ***System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support (\$17.1M allocated by board, with \$5.6M remaining as noted later in this memo)***

Each DSB will generate \$2,200 per elementary school as a base amount of System Implementation and Monitoring (SIM) funding. Additionally, each school that meets the SIM funding criteria, based on 2012-13 student achievement results, will generate a further \$4,500 in funding. This funding is to support professional learning in elementary schools focused on improving student achievement results, with a particular focus on literacy and numeracy outcomes.

## **SECTION 2. PROGRAM ALLOCATIONS**

Program allocations of \$59.2 million in total are outlined below, with board-by-board allocations to be confirmed later in the year.

<b>Initiative (\$M)</b>	<b>To be Allocated</b>
Aboriginal Education - First Nation, Métis and Inuit (FNMI) Education Policy Framework Implementation	4,737,349
Adult and Continuing Education	116,538
Children and Youth in Care	1,000,000
Collaborative Inquiry for Learning – Mathematics	185,000
Community Use of Schools - Outreach Coordinators	44,000
Enrolment Reporting Initiative	2,000,000
French-language School and Student Support Grades 7 to 12	840,000
New Policy Development	843,500
Ontario Leadership Strategy	3,976,246
Outdoor Education and Engagement	20,000,000
Re-Engagement Initiative (12&12+)	1,200,000
First Nations Métis and Inuit (FNMI) Engagement/Re-Engagement Initiative	500,000
Specialist High Skills Major (SHSM)	6,600,000
Student Engagement – SpeakUp	1,150,000
Student Success – Ontario Public Service (OPS) Learn and Work Program	800,000
Student Success School Support Initiative	4,500,000
School Support Initiative – First Nations Métis and Inuit	560,000
Supporting Implementation of Full-Day Kindergarten	224,200
System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support	5,575,400
Teacher Learning and Leadership Program (TLLP)	3,140,000
Tutors in the Classroom	1,200,000
<b>Grand Total</b>	<b>59,192,233</b>

\* Numbers may appear to not add up due to rounding.

### ***Aboriginal Education - First Nation, Métis and Inuit (FNMI) Education Policy Framework Implementation (\$4.7M)***

The ministry's investment in Aboriginal Education outside of the GSN will provide continued support for the implementation of the *Ontario First Nation, Métis and Inuit (FNMI) Education Policy Framework*.

Specifically, this investment will support boards to implement 2014-2015 strategies and actions identified for school boards in the recently released *Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan* including:

- Analyse board and school data to assess progress in reducing the gap in student achievement;
- Continue to target and refine strategies to support First Nation, Métis and Inuit student achievement and well-being;
- Continue to support increased knowledge and awareness of First Nation, Métis, and Inuit cultures, histories, traditions, and perspectives among all students and staff;

- Increase the focus in board strategic planning to promote the voluntary, confidential self-identification of First Nation, Métis and Inuit students as a means to enhance the success and well-being of Aboriginal students and to help close the achievement gap;
- Continue to identify and share promising practices and resources to help improve First Nation, Métis and Inuit student achievement and close the gap.

Further information relative to board funding opportunities for the 2014-2015 School Year will be communicated to boards by the Aboriginal Education Office in spring 2014.

### ***Adult and Continuing Education (\$0.1M)***

The ministry is continuing to fund resource development and capacity building to enhance student engagement and improve student achievement for adults in Adult and Continuing Education programs.

### ***Children and Youth in Care (\$1.0M)***

The ministry is committed to improving educational outcomes for children and youth in the care of, or receiving services from, Children's Aid Societies (CASs), and to creating conditions that allow them to benefit from all the learning opportunities, supports and interventions available in schools.

### ***Enrolment Reporting Initiative (\$2.0M)***

This funding of \$2.0 million in 2014-15 is to support school board implementation of the Enrolment Reporting Initiative. This initiative was announced on November 1, 2013 to replace paper-based enrolment registers for continuing education and other programs with other electronic student management systems and Ontario School Information System (OnSis) data collection.

### ***French-language School and Student Support Grades 7 to 12 (\$0.8M)***

Targeted French-language school boards will receive funding to support the capacity of leaders and teaching staff in grade 7-12 schools. The funding will be used to plan evidence-based projects that are intended to ensure the long-term success and well-being of students. Initiatives such as Differentiated Instruction that build capacity through professional learning projects or the Re-engagement Initiative (12&12+) are some examples of projects that will continue to be funded.

### ***New Policy Development (\$0.8M)***

The ministry is furthering work on *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12*, helping students develop the knowledge and skills they need to make informed education and career/life choices. This year, we are working on the

development and consultation of a new cooperative education and experiential learning policy, allowing students to earn secondary school credits while completing a work placement.

### ***Ontario Leadership Strategy (\$4.0M)***

The Ontario Leadership Strategy, launched in 2008, is designed to foster leadership of the highest quality in schools and boards across the province. Significant progress has been accomplished across boards in the implementation of the OLS and building on the foundation, efforts are now focused on increasing impact and assessing results in 2013-14. Boards will be provided with one funding allocation with the expectation that they will continue to further the implementation of their Board Leadership Development Strategy. This strategy will enhance the boards' succession planning and talent development initiatives, including mentoring for newly appointed school leaders, and principal/vice-principal performance appraisals. The Board Leadership Development Strategy will directly support the goals of the school and board improvement plans for student achievement and well-being and the board strategic plan.

### ***Outdoor Education and Engagement (\$20.0M)***

This funding will be used to support outdoor learning activities for elementary and secondary students. These activities may be provided by school boards or by third party organizations, such as not-for-profit or community groups.

In 2014-15, this funding is for expenses associated with student learning activities in the outdoors. For example:

- fees related to participation in outdoor learning activities provided by school boards or by third party organizations, such as not-for-profit or community groups
- to enlist the expertise and/or facilities/resources of community agencies in outdoor learning activities
- transportation costs
- teacher release time

In 2014-15, this allocated funding may not be used for:

- staffing
- costs associated with board outdoor education facilities, e.g., repairs, equipment
- the purchase or development of learning resources

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

Funding will again be allocated to English Language School Boards in 2014-15 to provide support as they contact, mentor and monitor students who, despite being close to graduation, have left school. Boards will provide the ministry with the number of students who were contacted, who returned, the number of credits obtained and the number of students who met the literacy and community involvement graduation requirements and the number of students who graduated.

### ***First Nations Métis and Inuit (FNMI) Engagement/Re-engagement Initiative (\$0.5M)***

Funding will be allocated to English Language School Boards in 2014-15 to provide support as they contact, mentor and monitor any FNMI students in grade 9-12 who have left school. Boards will provide the ministry with the number of students who were contacted, who returned, the number of credits obtained and the number of students who met the literacy and community involvement graduation requirements and the number of students who graduated.

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

Funding for Specialist High Skills Major programs is provided to school boards both through the GSN (approximately 75% of the total funding) and through a EPO transfer payment (25% of the total funding). The funding allocation to a board may change if student enrolment or program offerings differ from the projections in the board's 2014-15 SHSM application.

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

- certification and training programs for SHSM students
- tracking students completion of the SHSM components
- equipment purchases and consumable expenditures
- teacher professional development

### ***Student Engagement – SpeakUp (\$1.2M)***

The Student Voice initiative is designed to strengthen student engagement for students who are not yet experiencing success. The initiative helps the ministry learn more about how students learn and what helps them engage in their learning communities through the Minister's Student Advisory Council, Regional Student Forums (e.g. Students as Researchers) and *SpeakUp* Projects.

All school boards are invited to encourage students from Grades 7 to 12, and in particular, students not yet experiencing success, to apply for funds to lead *SpeakUp* projects.

An allocation of \$1.15 million will be provided to fund approved English and French language projects in 2014-2015.

### ***Student Success – Ontario Public Service (OPS) Learn and Work Program (\$0.8M)***

Selected School Boards will receive funding to support the delivery of the Ontario Public Service Learn and Work Program, a specialized co-operative education program that re-engages youth ages 16 to 20 from selected priority communities. The Learn and Work program provides students the opportunity to earn credits towards their high

school diploma and paid work experience in the Ontario Public Service and/or its related agencies.

***Student Success – School Support Initiative (SSI) (\$4.5M)***

Selected English-language school boards will receive funding to support capacity building in low performing secondary schools. The School Support Initiative is a closing the gap strategy which focuses on improving student achievement, increasing the pass rates and credit accumulation.

The funding is to support the implementation and monitoring of the SSI, to build the capacity of the principal as the instructional leader and for job-embedded professional learning for teachers.

Also, this initiative has been expanded and will include additional secondary schools where pass rates in grade 9 and 10 Applied compulsory courses are below the provincial rate.

***School Support Initiative – First Nations Métis and Inuit (\$0.6M)***

Additional funding will be provided to some school boards in the SSI where data indicates that Self-identified Aboriginal Learners in grade 9 and 10 are at risk of not meeting graduation requirements due to credit loss.

***System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support (\$5.6M – in addition to \$17.1M noted earlier)***

Funding will be allocated by board in the Fall 2014 based on EQAO's 2013-14 student achievement results to support professional learning in lower and middle performing elementary schools focused on improving student achievement results, with particular focus on literacy and numeracy outcomes.

***Teacher Learning and Leadership Program (TLLP) (\$3.1M)***

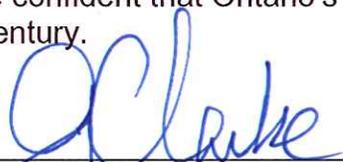
This program involves experienced teachers self-selecting and sharing learning experiences based on ministry, board or school priorities. It enhances opportunities for experienced teachers to expand their knowledge and leadership skills, and share exemplary practices with others. Since the program began approximately 600 projects, involving the work of over 3,200 teachers, have been approved for funding.

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

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

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.

Working together in partnership, we have made great progress in improving student performance and increasing the graduation rate. With this continued effort and funding, we are confident that Ontario's students will have the needed tools to succeed in the 21<sup>st</sup> Century.



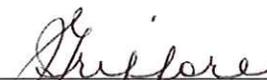
Grant Clarke  
Assistant Deputy Minister  
Learning and Curriculum Division



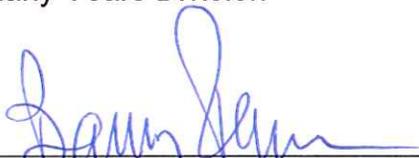
Mary Jean Gallagher  
Assistant Deputy Minister  
Student Achievement Division



Jim Grieve  
Assistant Deputy Minister  
Early Years Division



Janine Griffore  
Assistant Deputy Minister  
French-Language, Aboriginal Learning  
and Research Division



Barry Pervin  
Assistant Deputy Minister  
Leadership and Learning Environment  
Division



Gabriel F. Sékaly  
Assistant Deputy Minister  
Financial Policy and Business Division



Pamela Skinner  
Assistant Deputy Minister and Chief  
Administrative Officer  
Corporate Management and Services  
Division

Copy: Superintendents of Business and Finance  
George Zegarac, Deputy Minister of Education

**APPENDIX A: 2014-15 SCHOOL YEAR EPO FUNDING ALLOCATIONS TO SCHOOL BOARDS BY PROGRAM**

<b>Recipient</b>	<b>Program</b>	<b>Allocation (\$)</b>
<b>Avon Maitland District School Board</b>		
	Autism Supports and Training	24,049
	Collaborative Inquiry for Learning – Mathematics	45,000
	Community Use of Schools - Outreach Coordinators	78,400
	Community Use of Schools: Priority Schools	34,000
	Early Years Leads Program	85,400
	e-Learning Contact Project	105,000
	Implementation of Board Mental Health Strategies	15,344
	Learning for All K-12 Regional Projects	18,433
	Library Staff Investment Project	104,945
	MISA Local Capacity	40,512
	MISA Network Centres	230,000
	Safe and Accepting Schools	41,818
	Small and Northern Boards Mathematics	117,838
	Student Success – Building Capacity for Differentiated Instruction	19,103
	Student Success - Building Capacity for Effective Instruction in Literacy for Adolescents	19,103
	Student Success - Building Capacity for Effective Mathematics Instruction	19,103
	Student Success - Collaborative Inquiry for Instructional Impact	19,105
	Student Success School and Cross Panel Teams - Supporting Transitions and Innovative Practices	23,968
	Student Work Study	120,000
	System Implementation and Monitoring (SIM) - Regional Network Sessions	25,000
	System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support	178,000
<b>Avon Maitland District School Board Total</b>		<b>1,364,121</b>
<b>Bloorview School Authority</b>		
	MISA Local Capacity	750
<b>Bloorview School Authority Total</b>		<b>750</b>
<b>Bluewater District School Board</b>		
	Autism Supports and Training	24,480
	Collaborative Inquiry for Learning – Mathematics	45,000
	Community Use of Schools - Outreach Coordinators	77,600
	Community Use of Schools: Priority Schools	34,000
	Early Years Leads Program	85,810
	e-Learning Contact Project	105,000
	Implementation of Board Mental Health Strategies	15,442
	Learning for All K-12 Regional Projects	18,460
	Library Staff Investment Project	113,270
	MISA Local Capacity	40,784
	Safe and Accepting Schools	49,229
	Small and Northern Boards Mathematics	117,838
	Student Success – Building Capacity for Differentiated Instruction	17,707
	Student Success - Building Capacity for Effective Instruction in Literacy for Adolescents	17,707
	Student Success - Building Capacity for Effective Mathematics Instruction	17,707
	Student Success - Collaborative Inquiry for Instructional Impact	17,707
	Student Success School and Cross Panel Teams - Supporting Transitions and Innovative Practices	21,960
	Student Work Study	130,000
	System Implementation and Monitoring (SIM) - Regional Network Sessions	25,000
	System Implementation and Monitoring (SIM)/Ontario Focused Intervention Partnership (OFIP) Support	234,200
<b>Bluewater District School Board Total</b>		<b>1,208,902</b>

**Projected School Board Funding for the 2014-15 School Year  
(8) Avon Maitland DSB**

<b>Grants for Operating and Other Purposes <sup>1</sup></b>	<b>2002-03 Actuals</b>	<b>2003-04 Actuals</b>	<b>2004-05 Actuals</b>	<b>2005-06 Actuals</b>	<b>2006-07 Actuals</b>	<b>2007-08 Actuals</b>	<b>2008-09 Actuals</b>	<b>2009-10 Actuals</b>	<b>2010-11 Actuals</b>	<b>2011-12 Actuals</b>	<b>2012-13 Actuals</b>	<b>2013-14 Revised Estimates</b>	<b>2014-15 Projections</b>
1. Pupil Foundation Grant	76,565,082	76,850,476	78,138,812	81,164,755	75,624,195	78,004,309	80,046,840	80,012,740	80,859,323	81,444,154	79,710,005	76,899,011	83,658,827
2. School Foundation Grant					11,201,398	11,817,079	12,408,706	12,800,258	12,740,164	13,030,537	12,214,143	11,614,302	11,842,891
3. Special Education Grant	16,694,244	17,657,454	17,582,180	18,466,293	18,375,022	18,912,415	19,702,271	20,310,882	20,529,333	21,867,720	19,657,427	19,233,609	20,939,861
4. Language Grant	2,006,370	2,060,344	2,087,486	2,044,464	2,039,047	2,052,283	2,095,594	2,113,229	2,090,641	2,043,910	1,980,782	1,920,639	1,967,688
5. First Nations, Métis, and Inuit Education Supplement						235,966	311,578	361,043	438,374	308,381	349,669	227,023	351,444
6. Geographic Circumstances Grant	132,764	900,710	1,612,919	1,988,818	219,309	571,894	575,686	563,775	553,816	683,099	806,559	911,106	715,629
7. Learning Opportunities Grant	1,751,733	2,272,920	2,373,146	2,391,808	1,503,581	1,541,136	1,585,662	1,577,034	2,393,558	2,610,645	2,888,372	2,983,364	3,107,557
8. Safe Schools Supplement							314,410	315,710	318,017	322,040	315,517	307,954	315,691
9. Program Enhancement Grant						397,500	511,450	501,800	482,500	482,500			
10. Continuing Education and Other Programs Grant	357,976	300,255	296,470	300,862	389,757	343,326	433,874	410,901	429,655	692,096	668,784	656,676	553,353
11. Cost Adjustment and Teacher Qualifications and Experience Grant	6,621,122	7,199,967	7,511,785	7,595,637	8,836,982	10,159,141	11,233,001	12,708,247	14,469,761	14,703,385	14,980,943	15,263,587	17,128,175
12. Student Transportation Grant	8,132,148	8,352,213	9,341,262	9,682,665	9,808,752	10,017,361	10,349,280	11,324,516	11,375,538	11,413,902	11,132,990	11,036,314	11,229,064
13. Declining Enrolment Adjustment	1,213,293	1,515,433	1,197,637	1,652,236	844,376	878,624	692,650	965,721	1,158,065	1,024,754	1,084,304	643,540	533,861
14. School Board Administration and Governance Grant	4,259,131	4,275,090	4,307,408	4,342,528	4,355,561	4,376,092	4,698,960	4,732,779	4,662,118	4,674,663	4,567,290	4,517,379	4,720,062
15. School Operations Allocation	14,135,972	14,172,717	14,981,815	15,777,815	15,835,976	16,379,575	17,469,798	17,930,208	17,936,927	18,310,575	17,162,367	16,960,685	17,463,303
16. School Renewal Allocation (excluding GPL)	2,815,261	3,086,180	3,397,864	3,195,080	3,147,102	3,148,584	2,571,731	3,176,008	3,107,230	3,070,616	3,195,007	3,128,174	3,168,719
17. Interest Expense	107,377	21,046	40,544	303,884	785,957	1,135,682	1,264,839	1,410,747	1,558,057	1,716,050	1,832,632	1,874,183	2,045,683
18. Non-Permanently Financed Capital Debt	86,754	303,311	216,662	216,662	216,662	216,662	216,662	216,662	216,662	216,662	216,662	216,662	216,662
19. OMERS <sup>2</sup>	(681,545)	(266,321)							179,988				
20. Labour-related and other Unallocated amounts <sup>3</sup>											1,029,207		
<b>TOTAL FUNDING EXCLUDING CAPITAL PROGRAMS BELOW</b>	<b>\$ 134,197,682</b>	<b>\$ 138,701,794</b>	<b>\$ 143,085,990</b>	<b>\$ 149,123,507</b>	<b>\$ 153,183,677</b>	<b>\$ 160,187,629</b>	<b>\$ 166,482,992</b>	<b>\$ 171,432,260</b>	<b>\$ 175,499,727</b>	<b>\$ 178,615,689</b>	<b>\$ 173,792,660</b>	<b>\$ 168,394,209</b>	<b>\$ 179,958,471</b>

<b>Average Utilization of School Facilities, 2013-14 <sup>6</sup></b>		
	<b>Elementary</b>	<b>Secondary</b>
Number of School Facilities	38	9
Enrolment	9,260	5,612
Capacity	12,378	7,752
Average Utilization	74.8%	72.4%

<b>Enrolment (Average Daily Enrolment of Pupils of the Board)</b>														
	<b>2002-03 Actuals</b>	<b>2003-04 Actuals</b>	<b>2004-05 Actuals</b>	<b>2005-06 Actuals</b>	<b>2006-07 Actuals</b>	<b>2007-08 Actuals</b>	<b>2008-09 Actuals</b>	<b>2009-10 Actuals</b>	<b>2010-11 Actuals</b>	<b>2011-12 Actuals</b>	<b>2012-13 Actuals</b>	<b>2013-14 Revised Estimates</b>	<b>2014-15 Projections</b>	
Elementary	11,965	11,653	11,336	10,984	10,625	10,405	10,162	9,859	9,636	9,519	9,282	9,260	10,197	
Secondary	6,874	6,746	6,808	6,832	6,879	6,755	6,676	6,550	6,362	6,057	5,889	5,612	5,412	
<b>Total</b>	<b>18,839</b>	<b>18,399</b>	<b>18,144</b>	<b>17,815</b>	<b>17,504</b>	<b>17,160</b>	<b>16,838</b>	<b>16,410</b>	<b>15,998</b>	<b>15,576</b>	<b>15,171</b>	<b>14,872</b>	<b>15,609</b>	

	<b>EXPENDITURES FROM 2002-03 TO 2013-14</b>												<b>Projected Remaining as of Aug. 31, 2014</b>
	<b>2002-03 Actuals</b>	<b>2003-04 Actuals</b>	<b>2004-05 Actuals</b>	<b>2005-06 Actuals</b>	<b>2006-07 Actuals</b>	<b>2007-08 Actuals</b>	<b>2008-09 Actuals</b>	<b>2009-10 Actuals</b>	<b>2010-11 Actuals</b>	<b>2011-12 Actuals</b>	<b>2012-13 Actuals</b>	<b>2013-14 Revised Estimates</b>	
<b>CAPITAL PROGRAMS</b>													
New Pupil Places and Other Capital Programs <sup>4</sup>	-	-	-	61,292	1,351,008	1,258,447	2,118,805	6,936,815	611,114	3,958,326	7,517,934	1,695,027	983,711
Full-Day Kindergarten								116,256	461,453	319,726	5,603,008	6,061,324	16,923
Good Places to Learn Renewal (GPL)			5,736,172	10,165,083	9,071,353	4,852,072	3,985,398	1,175,160	-	-	-	-	-
New Capital Funding <sup>5</sup>										2,858,943	3,135,610	6,004,529	9,033,033
<b>Total</b>	<b>-</b>	<b>-</b>	<b>5,736,172</b>	<b>10,226,375</b>	<b>10,422,361</b>	<b>6,110,519</b>	<b>6,104,203</b>	<b>8,228,231</b>	<b>1,072,567</b>	<b>7,136,995</b>	<b>16,256,552</b>	<b>13,760,880</b>	

**Notes:** *Totals may not add due to rounding.*

- Funding through these allocations from 2002-03 to 2005-06 is not always comparable to the succeeding years because of grant realignments and the introduction, elimination and consolidation of various grants. In 2014-15, full-day Kindergarten is included in GSN.
- OMERS (Ontario Municipal Employees Retirement System) reflects a funding recovery in 2002-03 and 2003-04 due to a pension contribution holiday. It also reflects a retroactive payment in 2010-11 to support a contribution increase effective January 2011. In subsequent years, funding for the contribution rate increase is being flowed to school boards through increases to benefits-related benchmarks.
- Includes funding agreed to through the Implementation Cost Estimate (ICE) Working Group, as well as other funding that has yet to be allocated to individual boards.
- Other Capital Programs include: Primary Class Size, Prohibitive to Repair, Growth Schools, French-Language Capital Transitional Adjustment, Capital Priorities, Green Schools Pilot Initiative and 2010-11 Temporary Accommodation.
- New Capital Funding includes: Capital Priorities Grant funding, Land Funding to Support Capital Priorities, the School Condition Improvement Allocation, Temporary Accommodation allocations (starting in 2011-12), the Retrofitting of School Space for Child care and the School Consolidation Capital.
- Across 72 school boards, the lowest average utilization for a single board is 30% and the highest average utilization is 97%.