

Ministry of Education

**School Board Funding Projections
for the 2014–15 School Year**

Education Funding

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School Board Funding Projections for the 2014–15 School Year

The following tables contain projected board-by-board allocations of the Grants for Student Needs (GSN) as well as other related information for the 2014–15 school year. The funding projections have been prepared by the Ministry of Education and are based on enrolment and other data provided by school boards. The tables also contain board-by-board allocations from prior years.*

These tables are intended to project the impact of enrolment change, new investments, savings measures, and structural refinements on GSN funding levels for the 2014–15 school year. The actual revenue that a school board receives through the GSN over the course of the school year may change as in-year information on enrolment and other factors becomes available. In addition, some individual grants may not be comparable year over year due to grant realignments, changes in grant structure, the introduction of new grants and allocations, as well as changes in accounting practices. The data in the tables from prior years is drawn from the most recent financial information submitted to the Ministry by school boards.

It should be noted that, for 2014-15, there is a significant increase in total projected funding, which is also reflected in the contributing grant lines. This increase is largely due to the movement and integration of funding for Ontario's Full-Day Kindergarten (FDK) program from Education Programs – Other (EPO) into the GSN. This integration recognizes the funding requirement of FDK at full implementation as a full-day core education program for all junior kindergarten and kindergarten students. To permit a year-over-year comparison, a table follows below that adjusts the 2013-14 enrolment and funding levels to include FDK funding and related enrolment outside the GSN.

Grants for Operating and Other Purposes

This section shows the grant entitlements for operating and other purposes for each board listed by grant and allocation, as well as funding related to the Ontario Municipal Employees Retirement System (OMERS), funding for selected capital funding costs, and funding for School Authorities. Details on how operating grants are calculated are found in the *Technical Paper, 2014–15, Spring 2014*.†

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

† This document can be found on the Ministry of Education [website](#).

Enrolment

The measure of enrolment used for funding purposes is the Average Daily Enrolment (ADE) of pupils. Boards report the full-time equivalent of students enrolled at each school as of October 31 and March 31, which are the two count dates in the school board fiscal year. The calculation of ADE is based on an average of the full-time equivalent students reported on the two count dates. With the GSN assuming full operating funding for the FDK program, FDK students will now be treated like other elementary pupils. This means that 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 the purposes of ADE calculations. Any FDK student who is receiving less than an average of 210 minutes of instruction will be “part-time” for the purposes of ADE.

Average Utilization of School Facilities

School utilization measures the extent to which a school is operating at full capacity. The average school utilization data provided for each board is based on 2013–14 data, as provided by school boards. For the purposes of this section, a “school facility” is defined as an open and operating elementary or secondary school facility that has an ADE greater than zero.

Capital Programs

The Capital Programs table shows the Government funding commitments for the following capital programs:

- New Pupil Places and Other Capital Programs, which includes Primary Class Size Reduction Capital, Prohibitive to Repair, Growth Schools, French-Language Capital Transitional, Green Schools Pilot, Capital Priorities, and 2010–11 Temporary Accommodation;
- Full-Day Kindergarten, which supports the accommodation needs of the FDK program;
- Good Places to Learn Renewal; and
- New Capital Funding beginning in 2011–12, including allocations for Temporary Accommodation, School Condition Improvement, major Capital Priorities projects, and the Retrofitting of School Space for Child Care.

These tables reflect changes in capital funding approach that were introduced in 2010–11. Previously, capital funding was allocated to boards to support the principal and interest costs of boards' cumulative capital expenditures. Funding is now recognized based on capital program expenditures. To reflect this change, the table,

titled Expenditures from 2002–03 to 2013–14, shows the expenditures made by boards each year (as opposed to the annual funding provided for long-term capital financing). This table also shows the remaining capital funding available to boards under existing programs.