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# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Education Funding Grants</td>
<td>14</td>
</tr>
<tr>
<td>Pupil Foundation Grant</td>
<td>17</td>
</tr>
<tr>
<td>Pupil Foundation Grant Components</td>
<td>17</td>
</tr>
<tr>
<td>School Foundation Grant</td>
<td>24</td>
</tr>
<tr>
<td>Definition of a “school” for the purposes of the School Foundation Grant</td>
<td>25</td>
</tr>
<tr>
<td>Special Purpose Grants</td>
<td>32</td>
</tr>
<tr>
<td>Special Education Grant</td>
<td>33</td>
</tr>
<tr>
<td>Special Education Per-Pupil Amount (SEPPA) Allocation</td>
<td>34</td>
</tr>
<tr>
<td>Differentiated Special Education Needs Amount (DSENA) Allocation</td>
<td>34</td>
</tr>
<tr>
<td>Special Equipment Amount (SEA) Allocation</td>
<td>35</td>
</tr>
<tr>
<td>Special Incidence Portion (SIP) Allocation</td>
<td>36</td>
</tr>
<tr>
<td>Facilities Amount (FA) Allocation</td>
<td>37</td>
</tr>
<tr>
<td>Behaviour Expertise Amount (BEA) Allocation</td>
<td>37</td>
</tr>
<tr>
<td>Language Grant</td>
<td>39</td>
</tr>
<tr>
<td>English as a Second Language/English Literacy Development (ESL/ELD) Allocation</td>
<td>40</td>
</tr>
<tr>
<td>French as a Second Language (FSL) Allocation</td>
<td>41</td>
</tr>
<tr>
<td>French as a First Language (FFL) Allocation</td>
<td>42</td>
</tr>
<tr>
<td>Programme d'appui aux nouveaux arrivants (PANA) Allocation</td>
<td>42</td>
</tr>
<tr>
<td>Actualisation linguistique en français (ALF) Allocation</td>
<td>43</td>
</tr>
<tr>
<td>First Nation, Métis, and Inuit Education Supplement</td>
<td>46</td>
</tr>
<tr>
<td>Native Languages Allocation</td>
<td>47</td>
</tr>
<tr>
<td>First Nation, Métis, and Inuit Studies Allocation</td>
<td>48</td>
</tr>
<tr>
<td>Per-Pupil Amount Allocation</td>
<td>48</td>
</tr>
<tr>
<td>Board Action Plans Allocation</td>
<td>50</td>
</tr>
<tr>
<td>Geographic Circumstances Grant</td>
<td>51</td>
</tr>
<tr>
<td>Remote and Rural Allocation</td>
<td>51</td>
</tr>
<tr>
<td>Supported Schools Allocation</td>
<td>56</td>
</tr>
<tr>
<td>Rural and Small Community Allocation</td>
<td>59</td>
</tr>
<tr>
<td>Learning Opportunities Grant</td>
<td>61</td>
</tr>
<tr>
<td>Demographic Allocation</td>
<td>62</td>
</tr>
<tr>
<td>Literacy and Math Outside the School Day Allocation</td>
<td>63</td>
</tr>
<tr>
<td>Student Success, Grade 7 to 12 Allocation</td>
<td>64</td>
</tr>
<tr>
<td>Grade 7 and 8 Student Success and Literacy and Numeracy Teachers Allocation</td>
<td>66</td>
</tr>
<tr>
<td>School Effectiveness Framework Allocation</td>
<td>67</td>
</tr>
<tr>
<td>Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation</td>
<td>67</td>
</tr>
<tr>
<td>Specialist High Skills Major (SHSM) Allocation</td>
<td>67</td>
</tr>
<tr>
<td>Mental Health Leaders Allocation</td>
<td>68</td>
</tr>
<tr>
<td>Outdoor Education Allocation</td>
<td>68</td>
</tr>
<tr>
<td>Library Staff Allocation</td>
<td>69</td>
</tr>
<tr>
<td>School Authorities Amalgamation Adjustment</td>
<td>69</td>
</tr>
</tbody>
</table>
Introduction

Purpose

This paper contains an overview and details of the grant formulas and other criteria for education funding through the Grants for Student Needs (GSN) that are used to calculate school boards’ 2016–17 allocations for budgeting and financial reporting purposes.

The measures set out in this paper cannot be implemented unless the regulations necessary to implement them are made. In particular, the regulations to govern funding for the 2016-2017 school board fiscal year have not yet been made. These regulations under the Education Act must be made by or approved by the Lieutenant Governor in Council.

The information included in this document is provided for information purposes only and is not binding.

It is anticipated that the funding regulations for the 2016–2017 fiscal year would be entitled: Grants for Student Needs – Legislative Grants for the 2016–2017 School Board Fiscal Year; Calculation of Average Daily Enrolment for the 2016–2017 School Board Fiscal Year; and Calculation of Fees for Pupils for the 2016–2017 School Board Fiscal Year.

Key Changes for 2016–17

A summary of the key changes in education funding approach is provided below. Further details can be found in the relevant sections of this paper.

In 2016–17, funding to school boards through the GSN is projected to be $22.86 billion.

The key changes for the 2016–17 GSN focus on:

- the implementation of 2014–17 central labour agreements;
- Employee Health, Life & Dental Benefits transformation;
- equity in education;

* Should there be any discrepancy between details in this paper and the regulations, the regulations prevail.
• investments to help school boards keep up with costs;
• changes to improve accountability including compliance with the Full-day Kindergarten (FDK) and Primary provisions of the Class Size regulation; and
• transferring existing Ministry Programs into the GSN.

Labour Framework Implementation

In-year changes for 2015–16

Funding for the one percent lump sum payment will be provided through a table amount in the GSN. This amount will be calculated using the information provided by boards in the 2015–16 Revised Estimates.

The Teacher Qualifications and Experience Allocation and the Early Childhood Educator Qualifications and Experience Allocation will recognize the restoration of grid movement retroactive to September 1, 2015. These allocations will be calculated on the basis of placement on the salary grids with movement as of October 31, 2015.

The Ministry has projected the savings from the Earned Leave plans, which apply to teachers represented by the Ontario English Catholic Teachers’ Association (OECTA) and l’Association des enseignantes et des enseignants franco-ontariens (AEFO). This projection is based on the assumption that absenteeism will be reduced by one day for each teacher, with half the savings accruing to boards. The projected residual savings of one-half day will be deducted from each board’s GSN allocations; the deductions will be shown as a table amount in the GSN regulation. If, at the end of the 2015–16 school year, a school board’s savings are less than the table amount, the Ministry will reimburse that board for the difference.

The Ministry will reduce funding in 2015–16 to recover unspent funding for the Communautés d’apprentissage professionnel initiative. These one-time reductions, which apply only to school boards impacted by the AEFO agreement, will be made through a table amount in the GSN regulation.

It should be noted that at the time of the publication of this Technical Paper, as discussions on provincial terms and conditions with principals and vice-principals are ongoing, no changes related to those compensation benchmarks are being brought forward.

Changes for 2016–17

Salary increases in 2016–17 will be funded by an increase in the salary benchmarks
throughout the Grants for Student Needs for teaching and non-teaching staff of 1.25 percent for the entire 2016–17 school year. This increase is to reflect the negotiated increases for the 2016–17 school year of one percent effective September 1, 2016, and an additional 0.5 percent effective the 98th day of the 2016–17 school year.

Implementation of Earned Leave savings in 2016–17 will match implementation in 2015–16, but the Ministry will also work with all boards to develop strategies to promote employee well-being, manage absenteeism and reduce the associated costs.

As noted above for 2015–16, no changes related to the compensation benchmarks for principals and vice-principals are being brought forward for 2016–17 at this time.

Employee Health, Life & Dental Benefits (Benefits) Transformation

The transformation of more than 1,000 different benefit plans for teachers and education workers throughout Ontario’s 72 school boards into several provincial trusts is a major consolidation and rationalization that will improve the cost-efficiency and delivery of these benefits.

These investments include one-time contributions to cover start-up costs and to establish a Claims Fluctuation Reserve for each trust. These contributions are being funded by the Province and provided through Education Programs – Other (EPO) grants, starting in the 2015–16 school year and continuing in 2016–17.

Any changes to how benefits are funded through the GSN in 2016–17 will be made once the 2014–15 benefit costs are determined through the data collection and validation process that is currently underway. The Ministry anticipates this process to be complete by the end of June 2016.

It is expected that any GSN funding changes to support the transformation of benefits will vary according to the terms of the different central collective agreements. Any additional funding to support enhancements to benefits will only be provided once the existing benefit plans are migrated into the trusts.

Retirement Gratuities

One-time funding will be provided through the 2015–16 GSN for the early payout of retirement gratuities. This funding will be based on the amount by which a board’s one-time early payout exceeds the amount that the board has funded for its retirement gratuity liability as at August 31, 2016 (prior to the payout). Further details on this provision of funding will be provided after the August 31, 2016, cut-off date – that is, after the information required to calculate the funding is available.
The one-time funding and one-time accounting gain reported by boards as a result of the early payout will reduce the amount of the unfunded retirement gratuity liability that school boards phase into compliance each year. The reduction in the amount to be phased in will be offset by reductions in GSN funding, starting in 2016–17. The funding would be affected only to the extent that the Ministry provides funding for the one-time payout and to the extent that the school board reports a one-time gain on the early payout of retirement gratuities in 2015–16. These reductions will be calculated once the relevant information is received after August 31, 2016.

Equity in Education

First Nation, Métis, and Inuit Education Leads

The Ministry will invest an estimated $1.2 million in the Per-Pupil Amount (PPA) Allocation of the First Nation, Métis, and Inuit Education Supplement in 2016–17 to ensure that all boards receive a base amount of funding. This will give all boards resources to establish a position at a supervisory officer level that is dedicated to supporting implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework (Framework).

In 2016–17, this minimum level of funding is equivalent to the supervisory officer salary and benefits benchmark under the new School Board Administration and Governance Grant allocation model: $165,520.12. Boards will be required to spend at least half of this amount on the dedicated position, and confirm that any remaining portion of the amount has been used to support the Framework through the Board Action Plan (BAP) on First Nation, Métis, and Inuit Education.

Incorporating Voluntary, Confidential Aboriginal Student Self-identification into the GSN

In 2016–17, funding of $6 million to support BAPs on First Nation, Métis, and Inuit Education will be transferred to the GSN from Education Programs – Other (EPO). This funding will be allocated through an approach similar to the allocation of the EPO funding. However, the 2016–17 formula will give greater weight to components that use voluntary, confidential Aboriginal student self-identification data with 45 per cent of the allocation based on self-identification data and 55 per cent of the allocation based on a board’s total student headcount.

The Ministry will continue to work with Aboriginal partners, and education stakeholders to support greater collection and increased use of self-identification data for both PPA and BAP funding.
Phasing in National Household Survey (NHS) and Census Updates

The Ministry has analyzed the 2011 NHS and Census data and determined that the data quality is sufficient to warrant updates to:

- the PPA Allocation in the First Nation, Métis, and Inuit Education Supplement, and
- the Pupils in Canada (PIC) component of the English as a Second Language/English Literacy Development (ESL/ELD) Allocation, and the Per-Pupil component of the Actualisation linguistique en français (ALF) Allocation of the Language Grant.

Using the most recent available data from the 2011 NHS and Census will help ensure that these components better reflect and support the on-the-ground needs of boards.

In 2016–17, the Ministry will begin a three-year phase-in of these updates. The length of the phase-in is designed to complete the update in advance of when it is anticipated 2016 Census data will become available for implementation of further updates.

Native Languages Allocation and Kindergarten Pupils

As a point of clarification, it should be noted that Junior Kindergarten and Kindergarten pupils are eligible to generate funding from the Native Languages Allocation for elementary pupils, provided that the programs in which the pupils are enrolled meet the requirements for average daily length of the program.

Keeping up with Costs

Student Transportation

The Student Transportation Grant will be increased by 2 percent to help boards manage increased costs. As in previous years, this 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 school year.

Utilities

In 2016–17, 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 be additional funding to further assist boards with electricity costs. In total, the electricity component of the School Operations Allocation benchmark will increase by 3.5 percent, based on projections from the Ministry of Energy’s most recent Long-Term Energy Plan.
Accountability

Full-day Kindergarten (FDK) and Primary Class Size Compliance

As announced in the memorandum 2015: B07 - Grants for Student Needs Funding for 2015–16, the Ministry will begin to take action to ensure compliance with the FDK and Primary (grades 1 to 3) provisions of the Class Size regulation (O. Reg. 132/12).

For any board that is not compliant:

• In year one of non-compliance, board Chairs and Directors will be notified by the Minister and Deputy Minister and required to submit a compliance management plan detailing how the board will become compliant with the class size regulations.
• In year two of non-compliance and beyond, board Chairs and Directors will be notified by the Minister and Deputy Minister and subject to the following requirements:
  o A one percent reduction in the GSN envelope for board administration and governance after two years of non-compliance.
  o A three percent reduction after three years, similar to the year two reduction.
  o A five percent reduction after four years, similar to the other reductions.
  o The Ministry will also conduct an analysis of that board’s use of other revenues for administrative purposes to determine if further restrictions are necessary.

In any year, a board that does not submit its FDK and Primary class size information to the Ministry by the October deadline will be subject to immediate cash withholdings equivalent to 50 percent of monthly GSN transfers from the Ministry.

In any year, a board that demonstrates compliance with the class size regulations and reporting will have the above requirements or withholdings lifted, subject to the approval of the Minister.

Any requirements related to non-compliance for 2014–15 and 2015–16 will be applied to the 2016–17 GSN. Going forward, requirements will be imposed in-year.

Transferring existing Ministry programs into the GSN

In addition to the transfer into the GSN of funding for Board Action Plans (BAP) on First Nation, Métis, and Inuit Education, described above, several other existing Ministry programs will be transferred in 2016–17 to further maximize efficiency and balance reporting requirements to support Ministry core goals and priorities:
• Library Staff - $10 million;
• Managing Information for Student Achievement (MISA) Local Capacity - $3.2 million;
• Outdoor Education - $17 million; and
• Technology Enabled Learning and Teaching (TELT) Contacts - $7.6 million.

Other Changes

Other changes pertain to:

• Continued phase-in of:
  • School Board Efficiencies and Modernization (SBEM);
  • The new Differentiated Special Education Needs Amount (DSENA) allocation model (formerly High Needs Amount);
  • The new School Board Administration allocation model; and
  • Benefits benchmarks

• Proposed amendments to Ontario Regulation 444/98.

School Board Efficiencies and Modernization (SBEM)

In 2016–17, the Ministry will continue to phase in the School Board Efficiencies and Modernization (SBEM) measures introduced in 2015–16 to encourage the management of underutilized school space. These changes encourage boards to focus on using education resources and facilities to support students rather than supporting school space that may be surplus to students’ education needs.

The changes will affect three allocations:

1. Top-up funding and benchmarks under the School Facility Operations and Renewal Grant;
2. School Foundation Grant; and
3. Geographic Circumstances Grant.

2016–17 is the second year of a three-year phase in of the changes. This means that one-third of the funding will be generated by the 2014–15 allocation method and two-thirds of the funding will be generated by the new allocation method introduced in 2015–16.
Special Education

Beginning in 2016–17, the High Needs Amount (HNA) allocation will be renamed the Differentiated Special Education Needs Amount (DSENA) allocation. The new name expresses the allocation’s purpose, which is to better reflect the variation among boards with respect to students with special education needs and boards’ abilities to meet those needs.

In 2016–17, the Ministry will continue to eliminate the legacy HNA per-pupil amounts, which will be funded at 25 percent. The proportion of funding that is allocated through both the Measures of Variability Amount (MOV) and the Special Education Statistical Prediction Model (SESPM) will increase. In addition, the Base Amount for Collaboration and Integration will be maintained at $450,000 per board.

To provide stability to school boards and to mitigate projected enrolment declines, the Ministry will hold the provincial total funding for this allocation at $1.05 billion during this four-year transition.

School Board Administration

In 2014–15, the Ministry of Education began phasing in a new allocation model for the School Board Administration and Governance Grant, as recommended by the School Board Administration and Governance Advisory Group (BAAG). The new model will result in funding that better reflects the key administrative functions that each board must carry out. 2016–17 is the third year of the four-year phase-in. The new model will be fully implemented in 2017-18.

Benefits Benchmarks

In 2016–17, 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 previous years, 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 benchmarks in the Special Purpose Grants to reflect the reduction in benefits funding.

For school boards that are provided funding for the one-time payout of retirement gratuities in 2015–16, the funding will be recovered from boards, beginning in 2016–17, over the number of years equivalent to the estimated average remaining service life of school board employees eligible for retirement gratuities as at August 31, 2012. The funding recovered from boards will be to the extent that boards received funding from the Ministry and to the extent that boards report a one-time gain in the early payout of retirement gratuities in 2015–16.
Capital Investments

Amendments to Ontario Regulation 444/98

In 2015, the Ministry reviewed several potential reforms to O. Reg. 444/98, Disposition of Surplus Real Property with the aim of promoting the regulation’s effectiveness in keeping surplus school board properties in the public sphere, with priority given to school boards. The review involved stakeholders in the education, child care, and municipal sectors, First Nation, Métis, and Inuit organizations, and parent groups and other ministries.

The Ministry intends to make amendments to the regulation to:

- Double the current surplus property circulation period from 90 days to 180 days, providing listed public entities with 90 days to express interest in the property and an additional 90 days to submit an offer;
- Expand the list of public entities to receive notification of surplus property disposition to include: Coterminous School Boards; Entities delivering education services to Section 23 students in the disposing board’s jurisdiction; District Social Services Administration Boards or Consolidated Municipal Service Managers; Colleges; Universities; Children’s Mental Health Agencies; Local Health Integration Networks; Public Health Boards; the province (Crown in Right of Ontario); Lower-Tier Municipalities; Upper-Tier Municipalities; Local Service Boards; First Nation and Métis organizations; and the federal government (Crown in Right of Canada);
- Have all board-to-board sales be at fair market value;
- Introduce a maximum rate a school board can charge for leasing a school to another board; and
- Clarify that private education providers are not eligible to lease surplus property unless the property has first been circulated to listed public entities.

Specific details concerning these amendments and the implications on how school boards will circulate surplus properties will be provided in a separate memorandum to be issued in the near future, closer to the effective date of these amendments.
Capital Priorities

The Capital Priorities program serves as the primary means for funding school capital projects required to address accommodation pressures, replace facilities in poor repair, support the consolidation of underutilized facilities, and provide facilities for French-language rights holders in under-served areas of the province. Since the Capital Priorities program began in 2011, the Ministry has allocated over $2.4 billion in capital funding to support 166 new school facilities and 156 additions/retrofits at existing schools. The Ministry expects to begin the next round of Capital Priorities in May 2016.

School Consolidation Capital (SCC)

The Ministry introduced the School Consolidation Capital (SCC) program, as one of the pillars of SBEM, in 2014–15 to further assist school boards in managing their excess capacity and right-sizing their capital footprint. In the first year of this program, the Ministry funded 31 capital projects at a cost of approximately $150 million. The Ministry is currently reviewing board submissions for the second round of SCC funding and expects to announce funding approvals in spring 2016.

School Condition Improvement (SCI)

For 2016–17, $500 million will be allocated to school boards through the School Condition Improvement (SCI) program to address the significant backlog in school renewal needs. SCI funding will be allocated to school boards, for schools open and operating in the 2015–16 school year, in proportion to the renewal needs assessed for these facilities during the 2011–2015 cycle of the Ministry’s Condition Assessment Program.

As in 2015–16, school boards are required to direct 80 percent of their SCI funds to address major building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing). The remaining 20 percent of SCI funding can continue to address the above listed building components or, alternatively, building interiors and surrounding site components (for example, utilities, parking and pavements). Unspent 2015–16 funds will be carried forward to the 2016–17 school year.

School boards are reminded of the requirement to report all eligible expenditures in VFA.facility (formerly TCPS). Payments will be made twice a year based on reported expenditures.
Investments Outside the GSN

In 2016–17, the Government is providing more than $100 million outside the GSN to further support boards in advancing student achievement. Further information about this funding will be provided to school boards through Ministry memoranda pertaining to Education Programs - Other (EPO).

School Authorities

As in previous years, funding for school authorities will be adjusted in 2016–17, as appropriate, to reflect changes in funding to district school boards. The Ministry will provide further information concerning funding for school authorities in 2016–17 in the near future.

Further Information

If you have any questions about the material in this paper, please contact your Ministry of Education regional office finance officer or the following:

<table>
<thead>
<tr>
<th>Branch</th>
<th>Contact</th>
<th>Telephone and E-Mail</th>
</tr>
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<tbody>
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<tr>
<td>reporting requirements</td>
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<tr>
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Education Funding Grants

The current funding system is intended to:

- provide a fair allocation for all students, wherever they live in Ontario;
- operate in a fair and non-discriminatory manner as between the public and Catholic boards in both the English-language and French-language systems;
- provide funding to maintain schools and to build new schools where they are needed;
- allow boards some flexibility to decide how funds will be allocated to programs and supports, and among schools;
- restrict how boards spend money in some specific areas (to protect funding for capital and special education, and limit spending on board administration); and
- promote school board accountability by ensuring that boards report consistently and publicly on how they spend their allocations.

Education funding in 2016–17 consists of a Pupil Foundation Grant, a School Foundation Grant, and thirteen special purpose grants.
<table>
<thead>
<tr>
<th>Grant Grouping</th>
<th>Component</th>
<th>Projected funding in 2016–17 ($ Million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUPIL FOUNDATION GRANT</td>
<td>Classroom teachers Early childhood educators Education assistants Textbooks and learning materials Classroom supplies Classroom computers Library and guidance services Specialist teachers Student Success teachers Professional and para-professional supports Classroom consultants</td>
<td>$10,546.6</td>
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<tr>
<td>SCHOOL FOUNDATION GRANT</td>
<td>Principals Vice-principals School office support staff School office supplies</td>
<td>$1,442.4</td>
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<td>SPECIAL PURPOSE GRANTS</td>
<td>1. Special Education Grant 2. Language Grant 3. First Nation, Métis, and Inuit Education Supplement 4. Geographic Circumstances Grant 5. Learning Opportunities Grant 6. Safe and Accepting Schools Supplement 7. Continuing Education and Other Programs Grant 8. Cost Adjustment and Teacher Qualifications and Experience Grant 9. Student Transportation Grant 10. Declining Enrolment Adjustment 11. School Board Administration and Governance Grant 12. School Facility Operations and Renewal Grant 13. Debt Service Support (includes interest expense and non-permanently financed capital debt)</td>
<td>$2,762.0 $677.0 $64.0 $190.6 $532.1 $47.2 $165.5 $1,966.6 $896.6 $31.1 $594.3 $2,369.0 $483.4</td>
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<td>TOTAL</td>
<td>(includes $33.4 million for school authorities and $62.4 million funding not yet allocated)</td>
<td>$22,864.3</td>
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2016–17 Grant Allocations (Projections)

Total: $22.86B*

Special Purpose Grants

* School authorities funding ($33.4 million) and funding not yet allocated ($62.4 million) are included in the total, but not in the pie chart.
The Pupil Foundation Grant is a per-pupil allocation that supports the elements of a classroom education that are required by, and generally common to, all students.

The Pupil Foundation Grant has four allocations:

- Kindergarten (JK/SK) Pupil Foundation Allocation,
- Primary (Grade 1 to 3) Pupil Foundation Allocation,
- Junior and Intermediate (Grade 4 to 8) Pupil Foundation Allocation, and
- Secondary (Grade 9 to 12) Pupil Foundation Allocation.

For 2016–17, funding through the Pupil Foundation Grant is projected to be $10.55 billion.

**Pupil Foundation Grant Components**

**Classroom Teachers**

Salaries and benefits for classroom teachers to support funded average class sizes, and preparation time for classroom teachers as well as:

- Elementary Specialist teachers for Kindergarten (JK/SK), Primary (Grade 1 to 3), and Junior and Intermediate (Grade 4 to 8) students, and
- Student Success and secondary programming teachers for Secondary (Grade 9 to 12) students.

**Early Childhood Educators (ECEs)**

Salaries and benefits for ECEs to support the class size standard (26:2) for FDK allocated through the Kindergarten (JK/SK) Pupil Foundation Allocation.

Depending on Junior Kindergarten and Senior Kindergarten enrolment, Supported Schools may be eligible for additional funding support for ECE staffing in FDK classrooms.

**Library and Guidance Services**

Salaries and benefits for teacher librarians and guidance teachers.
Guidance teachers at the elementary level are those providing guidance primarily to Grade 7 and 8 pupils.

**Classroom Consultants**

Salaries and benefits for teacher consultants and co-ordinators, such as reading specialists and program specialists, who assist teachers in developing curriculum or who work with individual students.

**Supply Teachers**

Salaries and benefits for supply and occasional teachers.

**Education Assistants**

Salaries and benefits for education assistants who support teachers in the classroom.

**Professional and Para-professionals**

Salaries and benefits for staff who provide support services to students and teachers, such as attendance counsellors, lunchroom supervisors, hall monitors, social workers, child/youth workers, community workers, and computer technicians.

Professionals and para-professionals who provide support for special education, such as psychologists, psychometrists, and speech pathologists, are funded through a combination of the Pupil Foundation Grant, the Special Education Grant, and other special purpose grants.

**Elementary Supervision**

Funding for student supervision in elementary schools.

**Department Heads**

Funding for department head allowances in secondary schools.

**Textbooks and Learning Materials**

Textbooks and learning materials required to meet the learning expectations of the curriculum may include workbooks, resource materials, science supplies, lab material kits, library materials, instructional software, CD ROMs, DVDs, technology supporting distance education, as well as internet expenses. Learning materials include materials that are used by a student and cannot be used again by another student in the next semester, for example, a chemical used in a chemistry experiment.
Classroom Supplies

Classroom supplies are items used in the classroom. Classroom supplies are not learning materials that are required to meet the learning expectations of the curriculum; they are materials used to facilitate effective learning in the classroom and include classroom equipment.

Classroom Computers

Classroom computers (hardware only) and the associated network costs.
<table>
<thead>
<tr>
<th>KINDERGARTEN (JK/ SK) Pupil Foundation Allocation</th>
<th># staff per 1,000 ADE</th>
<th>benchmark salary + benefits (% of salary)</th>
<th>$ allocation per ADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Staffing Class size 26:2</td>
<td>Classroom Teacher*</td>
<td>38.46 $73,790 + 10.78%</td>
<td>$3,143.90</td>
</tr>
<tr>
<td></td>
<td>Specialist Teacher/ Preparation Time*</td>
<td>7.55 $617.17</td>
<td>$617.17</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Educator†</td>
<td>43.85 $30,380 + 26.37%</td>
<td>$1,683.28</td>
</tr>
<tr>
<td>Library and Guidance Services</td>
<td>Teacher Librarian*</td>
<td>1.31 $73,790 + 10.78%</td>
<td>$106.92</td>
</tr>
<tr>
<td></td>
<td>Guidance Teacher*</td>
<td>0.20 $101,577 + 10.54%</td>
<td>$16.35</td>
</tr>
<tr>
<td>Classroom Consultants</td>
<td></td>
<td>0.41 $101,577 + 10.54%</td>
<td>$0.41</td>
</tr>
<tr>
<td>Supply Teacher</td>
<td></td>
<td></td>
<td>$141.10</td>
</tr>
<tr>
<td>Education Assistants</td>
<td>0.20</td>
<td>$43,083 + 26.37%</td>
<td>$10.89</td>
</tr>
<tr>
<td>Professional/Para-Professional Supports</td>
<td>1.73</td>
<td>$58,419 + 21.36%</td>
<td>$122.65</td>
</tr>
<tr>
<td>Elementary Supervision</td>
<td></td>
<td></td>
<td>$26.88</td>
</tr>
<tr>
<td>Textbooks and Learning Materials</td>
<td></td>
<td></td>
<td>$69.00</td>
</tr>
<tr>
<td>Classroom Supplies</td>
<td></td>
<td></td>
<td>$82.82</td>
</tr>
<tr>
<td>Classroom Computers</td>
<td></td>
<td></td>
<td>$34.52</td>
</tr>
<tr>
<td>TOTAL Junior Kindergarten &amp; Kindergarten Per- Pupil Amount</td>
<td></td>
<td></td>
<td>$6,101.52</td>
</tr>
</tbody>
</table>

NOTE: Pension plan contributions for teachers and other eligible members of the Ontario Teachers’ Pension Plan (OTPP), are matched by the Government and are not included in the benefit benchmarks.

**Kindergarten Pupil Foundation Allocation = JK / SK × $6,101.52**

* Additional funding is recognized through the Teacher Qualification and Experience Allocation of the Cost Adjustment and Teacher Qualifications and Experience Grant.

† Additional funding is recognized through the Early Childhood Educator Qualifications and Experience Allocation of the Cost Adjustment and Teacher Qualifications and Experience Grant.
<table>
<thead>
<tr>
<th>PRIMARY (Grade 1 to 3) Pupil Foundation Allocation</th>
<th># staff per 1,000 ADE</th>
<th>benchmark salary + benefits (% of salary)</th>
<th>$ allocation per ADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher</td>
<td>Classroom Teacher*</td>
<td>50.51</td>
<td>$73,790 + 10.78%</td>
</tr>
<tr>
<td></td>
<td>Specialist Teacher/ Preparation Time*</td>
<td>9.67</td>
<td>$4,128.92</td>
</tr>
<tr>
<td>Library and Guidance Services</td>
<td>Teacher Librarian*</td>
<td>1.31</td>
<td>$106.92</td>
</tr>
<tr>
<td></td>
<td>Guidance Teacher*</td>
<td>0.20</td>
<td>$16.35</td>
</tr>
<tr>
<td>Classroom Consultants</td>
<td>0.41</td>
<td>$101,577 + 10.54%</td>
<td>$46.04</td>
</tr>
<tr>
<td>Supply Teacher</td>
<td></td>
<td></td>
<td>$141.10</td>
</tr>
<tr>
<td>Education Assistants</td>
<td>0.20</td>
<td>$43,083 + 26.37%</td>
<td>$10.89</td>
</tr>
<tr>
<td>Professional/Para-Professional Supports</td>
<td>1.73</td>
<td>$58,419 + 21.36%</td>
<td>$122.65</td>
</tr>
<tr>
<td>Elementary Supervision</td>
<td></td>
<td></td>
<td>$26.88</td>
</tr>
<tr>
<td>Textbooks and Learning Materials</td>
<td></td>
<td></td>
<td>$69.00</td>
</tr>
<tr>
<td>Classroom Supplies</td>
<td></td>
<td></td>
<td>$82.82</td>
</tr>
<tr>
<td>Classroom Computers</td>
<td></td>
<td></td>
<td>$34.52</td>
</tr>
<tr>
<td>TOTAL Primary Per-Pupil Amount</td>
<td></td>
<td></td>
<td>$5,576.56</td>
</tr>
</tbody>
</table>

NOTE: Pension plan contributions for teachers and other eligible members of the Ontario Teachers’ Pension Plan (OTPP), are matched by the Government and are not included in the benefit benchmarks.

Primary Pupil Foundation Allocation = Grade 1-3 ADE × $5,576.56
## JUNIOR and INTERMEDIATE (Grades 4 to 8) Pupil Foundation Allocation

<table>
<thead>
<tr>
<th>Position</th>
<th># staff per 1,000 ADE</th>
<th>Benchmark Salary + Benefits (% of salary)</th>
<th>$ Allocation per ADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher</td>
<td>Classroom Teacher&lt;sup&gt;*&lt;/sup&gt; 40.82</td>
<td>$73,790 + 10.78%</td>
<td>$3,336.81</td>
</tr>
<tr>
<td></td>
<td>Specialist Teacher/ Preparation Time&lt;sup&gt;*&lt;/sup&gt; 7.96</td>
<td></td>
<td>$650.69</td>
</tr>
<tr>
<td>Library Guidance Services</td>
<td>Teacher Librarian&lt;sup&gt;*&lt;/sup&gt; 1.31</td>
<td>$101,577 + 10.54%</td>
<td>$106.92</td>
</tr>
<tr>
<td></td>
<td>Guidance Teacher&lt;sup&gt;*&lt;/sup&gt; 0.20</td>
<td></td>
<td>$16.35</td>
</tr>
<tr>
<td>Classroom Consultants</td>
<td>0.41</td>
<td>$101,577 + 10.54%</td>
<td>$46.04</td>
</tr>
<tr>
<td>Supply Teacher</td>
<td></td>
<td></td>
<td>$141.10</td>
</tr>
<tr>
<td>Education Assistants</td>
<td>0.20</td>
<td>43,083 + 26.37%</td>
<td>$10.89</td>
</tr>
<tr>
<td>Professional/Para-Professional Supports</td>
<td>1.73</td>
<td>$58,419 + 21.36%</td>
<td>$122.65</td>
</tr>
<tr>
<td>Elementary Supervision</td>
<td></td>
<td></td>
<td>$26.88</td>
</tr>
<tr>
<td>Textbooks and Learning Materials</td>
<td></td>
<td></td>
<td>$69.00</td>
</tr>
<tr>
<td>Classroom Supplies</td>
<td></td>
<td></td>
<td>$82.82</td>
</tr>
<tr>
<td>Classroom Computers</td>
<td></td>
<td></td>
<td>$34.52</td>
</tr>
<tr>
<td><strong>TOTAL Junior and Intermediate Pupil Amount</strong></td>
<td></td>
<td></td>
<td><strong>$4,644.67</strong></td>
</tr>
</tbody>
</table>

**NOTE:** Pension plan contributions for teachers and other eligible members of the Ontario Teachers’ Pension Plan (OTPP), are matched by the Government and are not included in the benefit benchmarks.

Junior and Intermediate Pupil Foundation Allocation = Grade 4-8 ADE × $4,644.67

* Additional funding is recognized through the Teacher Qualification and Experience Allocation of the Cost Adjustment and Teacher Qualifications and Experience Grant.
## SECONDARY (Grades 9 to 12) Pupil Foundation Allocation

<table>
<thead>
<tr>
<th>Position</th>
<th># staff per 1,000 ADE</th>
<th>Benchmark Salary + Benefits (% of salary)</th>
<th>$ allocation per ADE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Teacher</strong></td>
<td>Classroom Teacher*</td>
<td>42.61</td>
<td>$73,790 + 10.78%</td>
</tr>
<tr>
<td>Class size 22:1</td>
<td>Student Success</td>
<td>15.15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher/Preparation Time*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary Programming*</td>
<td>1.02</td>
<td></td>
</tr>
<tr>
<td><strong>Library and Guidance Services</strong></td>
<td>Teacher Librarian*</td>
<td>1.10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guidance Teacher*</td>
<td>2.60</td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Consultants</strong></td>
<td></td>
<td>0.46</td>
<td>$101,577 + 10.54%</td>
</tr>
<tr>
<td><strong>Supply Teacher</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional/Para-Professional Supports</strong></td>
<td>2.21</td>
<td>$58,419 + 21.36%</td>
<td>$156.68</td>
</tr>
<tr>
<td><strong>Department Head allowances</strong></td>
<td>9.00</td>
<td>$4,723 + 10.78%</td>
<td></td>
</tr>
<tr>
<td><strong>Textbooks and Learning Materials</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Supplies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Classroom Computers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL Secondary Per-Pupil Amount</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Pension plan contributions for teachers and other eligible members of the Ontario Teachers’ Pension Plan (OTPP), are matched by the Government and are not included in the benefit benchmarks.

**Secondary Pupil Foundation Allocation** = Grade 9-12 ADE × $5,792.23

* Additional funding is recognized through the Teacher Qualifications and Experience Allocation of the Cost Adjustment and Teacher Qualifications and Experience Grant.
School Foundation Grant

The School Foundation Grant supports the costs of in-school administration and leadership (salaries and benefits for principals, vice-principals, and office support staff), as well as supplies for school administration purposes. School boards continue to be responsible for decisions regarding the allocation of in-school administration staff to schools.

The total School Foundation Grant is projected to be $1.44 billion in 2016–17.

School Board Efficiencies and Modernization (SBEM)

As part of the SBEM strategy, introduced in 2015–16, the Ministry of Education will continue phasing in a new allocation method for the School Foundation Grant. This method is shifting funding away from very small schools that are not isolated while investing in schools that are larger, remote, or combined (serving both elementary and secondary students.)

Further details on the calculation of the new allocation method are provided in the relevant section below.
Definition of a “school” for the purposes of the School Foundation Grant

Facilities and schools eligible for School Foundation Grant funding in the 2016–17 school year would be listed in a table as set out in the Grants for Student Needs – Legislative Grants for the 2016–17 School Board Fiscal Year regulation. This table reflects how schools were funded in the 2015–16 school year and has been updated to include schools that have been identified as new openings or closures for the 2016–17 school year. Any changes to this list during the 2016–17 school year may be considered in amendments to the funding regulation.

In grouped facilities and/or programs – where multiple facilities and/or programs are grouped to form a school for the purposes of the School Foundation Grant – the school is identified as:

- an elementary school, if all the facilities and/or programs offer elementary-level instruction;
- a secondary school, if all the facilities and/or programs offer secondary-level instruction;
- a combined elementary/secondary school, if the facilities and/or programs in the group offer a combination of elementary and secondary instruction (for example, Grades 7 and 8 with Grades 9 to 12).
Tiers under the New Allocation Method

In the new allocation method for the School Foundation Grant, introduced in 2015–16, there are three tiers of funding supports for school administration. The tiers provide differentiated support for schools that are either a:

Supported School, defined as:
  a. an elementary school where the next closest elementary school of the board is at least 20 km away, or
  b. a secondary or combined elementary/secondary school where the next closest secondary or combined elementary/secondary school of the board is at least 45 km away (which is the definition used for the Supported Schools Allocation in the Geographic Circumstances Grant).

Distant School, defined as:
  a. an elementary school that does not meet the criteria for a ‘supported’ school where the next closest elementary school of the board is at least 10 km away, or
  b. a secondary or combined elementary/secondary school that does not meet the criteria for a ‘supported’ school where the next closest secondary/combined elementary/secondary school of the board is at least 20 km away.

Regular School, defined as a school which does not meet the criteria for either a ‘distant’ or ‘supported’ school.

Supported schools are referred to as “outlying schools” in the Grants for Student Needs – Legislative Grants for the 2016–2017 School Board Fiscal Year regulation.
School Foundation Grant Benchmarks

Under the new allocation method and the 2014–15 allocation method, the benchmarks for the School Foundation Grant are determined according to the table below:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>$113,422</td>
<td>10.54%</td>
<td>$123,696</td>
<td>10.54%</td>
</tr>
<tr>
<td>Vice Principal</td>
<td>$107,432</td>
<td>10.54%</td>
<td>$113,339</td>
<td>10.54%</td>
</tr>
<tr>
<td>School Office Support Staff</td>
<td>$42,365</td>
<td>26.27%</td>
<td>$44,628</td>
<td>26.27%</td>
</tr>
<tr>
<td>School Office Supplies</td>
<td>$2,070.50 + $6.06 per ADE</td>
<td>N/A</td>
<td>$3,080.50 + $7.07 per ADE</td>
<td>N/A</td>
</tr>
</tbody>
</table>

NOTE: Pension plan contributions for teachers and eligible members (e.g. principals and vice principals) of OTPP are matched by the Government and are not included in the benchmark benefits.

The number of funded elementary principals is outlined in the following table:

Number of Funded Principals – ELEMENTARY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to &lt;50</td>
<td>Supported Schools 0.5</td>
<td>All Schools 0.5</td>
</tr>
<tr>
<td>50 to &lt;100</td>
<td>Distant Schools ADE / 100</td>
<td>ADE / 150 1</td>
</tr>
<tr>
<td>100 to &lt;150</td>
<td>Regular Schools 1</td>
<td></td>
</tr>
<tr>
<td>≥150</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The number of funded elementary vice-principals is outlined in the following table:

### Number of Funded Vice- Principals – ELEMENTARY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>≥1000</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>500 to &lt;1000</td>
<td>0.75 + (ADE – 500) x 0.0025</td>
<td>0.75 + (ADE – 500) x 0.0025</td>
</tr>
<tr>
<td>250 to &lt;500</td>
<td>(ADE – 250) x 0.003</td>
<td>(ADE – 250) x 0.003</td>
</tr>
<tr>
<td>&gt;0 to &lt;250</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The number of funded elementary support staff is outlined in the following table:

### Number of Funded Support Staff – ELEMENTARY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>≥500</td>
<td>1.9125 + (ADE – 500) x 0.003675</td>
<td>1.9125 + (ADE – 500) x 0.003675</td>
</tr>
<tr>
<td>300 to &lt;500</td>
<td>1.2875 + (ADE – 300) x 0.003125</td>
<td>1.2875 + (ADE – 300) x 0.003125</td>
</tr>
<tr>
<td>250 to &lt;300</td>
<td>1.1875 + (ADE – 250) x 0.002</td>
<td>1.1875 + (ADE – 250) x 0.002</td>
</tr>
<tr>
<td>100 to &lt;250</td>
<td>1 + (ADE – 100) x 0.00125</td>
<td>1 + (ADE – 100) x 0.00125</td>
</tr>
<tr>
<td>&gt;0 to &lt;100</td>
<td>ADE / 100</td>
<td>1</td>
</tr>
</tbody>
</table>
The number of funded secondary and combined elementary/secondary principals is outlined in the following table:

**Number of Funded Principals – SECONDARY AND COMBINED ELEMENTARY/SECONDARY**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supported Schools</td>
<td>Distant Schools</td>
</tr>
<tr>
<td>&gt;0 to &lt;50</td>
<td>0.5</td>
<td>ADE / 100</td>
</tr>
<tr>
<td>50 to &lt;100</td>
<td>1*</td>
<td>ADE / 200</td>
</tr>
<tr>
<td>100 to &lt;200</td>
<td>1*</td>
<td></td>
</tr>
<tr>
<td>≥200</td>
<td>1*</td>
<td></td>
</tr>
</tbody>
</table>

*Any combined elementary/secondary school of at least 350 students (with at least 100 elementary students and at least 100 secondary students) receives funding for one additional full-time equivalent (FTE) principal.

**Any combined elementary/secondary school with more than 300 elementary students and more than 500 secondary students receives funding for one additional full-time equivalent (FTE) principal.
The number of funded secondary and combined elementary/secondary vice-principals is outlined in the following table:

### Number of Funded Vice-Principals – SECONDARY AND COMBINED ELEMENTARY/SECONDARY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supported Schools</td>
<td>Distant Schools</td>
</tr>
<tr>
<td>&gt;0 to &lt;50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>50 to &lt;100</td>
<td>ADE / 500</td>
<td>ADE / 500</td>
</tr>
<tr>
<td>100 to &lt;200</td>
<td>1 + (ADE – 100) x 0.003125</td>
<td>1 + (ADE – 100) x 0.003125</td>
</tr>
<tr>
<td>200 to &lt;500</td>
<td>2.25 + (ADE – 500) x 0.0055</td>
<td>2.25 + (ADE – 500) x 0.0055</td>
</tr>
<tr>
<td>500 to &lt;1500</td>
<td>5 + (ADE – 1000) x 0.004</td>
<td>5 + (ADE – 1000) x 0.004</td>
</tr>
<tr>
<td>≥1500</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of funded secondary and combined elementary/secondary support staff is outlined in the following table:

### Number of Funded Support Staff – SECONDARY AND COMBINED ELEMENTARY/SECONDARY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supported Schools</td>
<td>Distant and Regular Schools</td>
</tr>
<tr>
<td>&gt;0 to &lt;100</td>
<td>1</td>
<td>ADE / 100</td>
</tr>
<tr>
<td>100 to &lt;500</td>
<td>1 + (ADE – 100) x 0.003125</td>
<td>1 + (ADE – 100) x 0.003125</td>
</tr>
<tr>
<td>500 to &lt;1000</td>
<td>2.25 + (ADE – 500) x 0.0055</td>
<td>2.25 + (ADE – 500) x 0.0055</td>
</tr>
<tr>
<td>≥1000</td>
<td>5 + (ADE – 1000) x 0.004</td>
<td>5 + (ADE – 1000) x 0.004</td>
</tr>
</tbody>
</table>
The total School Foundation Allocation for a school is determined by:
- multiplying the benchmark amounts by the number of funded principals, vice-principals, and support staff,
- multiplying the ADE of the school by the school office per-pupil supplies benchmark,
- adding the base school office supplies amount, and
- summing the principal, vice-principal, school office support staff, and school office supplies components.

This calculation is performed under both the new allocation method and the 2014–15 allocation method.

The total School Foundation Allocation for a school in 2016–17 is calculated by adding:
- \( \frac{2}{3} \) of the funding generated by the new allocation method, and
- \( \frac{1}{3} \) of the funding generated by the 2014–15 allocation method.
**Special Purpose Grants**

A significant amount of board funding is built on the special purpose grants, which respond to the varying circumstances of boards, schools, and students. Special purpose grants recognize the different levels of support required by boards, schools, and students related to location, student and school needs, and a board’s demographic profile. The thirteen special purpose grants in 2016–17 are as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Grant Name</th>
<th>Projected Funding in 2016–17 ($ Million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Special Education Grant</td>
<td>$2,762.0</td>
</tr>
<tr>
<td>2</td>
<td>Language Grant</td>
<td>$677.0</td>
</tr>
<tr>
<td>3</td>
<td>First Nation, Métis, and Inuit Education Supplement</td>
<td>$64.0</td>
</tr>
<tr>
<td>4</td>
<td>Geographic Circumstances Grant</td>
<td>$190.6</td>
</tr>
<tr>
<td>5</td>
<td>Learning Opportunities Grant</td>
<td>$532.1</td>
</tr>
<tr>
<td>6</td>
<td>Safe and Accepting Schools Supplement</td>
<td>$47.2</td>
</tr>
<tr>
<td>7</td>
<td>Continuing Education and Other Programs Grant</td>
<td>$165.5</td>
</tr>
<tr>
<td>8</td>
<td>Cost Adjustment and Teacher Qualifications and Experience Grant</td>
<td>$1,966.6</td>
</tr>
<tr>
<td>9</td>
<td>Student Transportation Grant</td>
<td>$896.6</td>
</tr>
<tr>
<td>10</td>
<td>Declining Enrolment Adjustment</td>
<td>$31.1</td>
</tr>
<tr>
<td>11</td>
<td>School Board Administration and Governance Grant</td>
<td>$594.3</td>
</tr>
<tr>
<td>12</td>
<td>School Facility Operations and Renewal Grant</td>
<td>$2,369.0</td>
</tr>
<tr>
<td>13</td>
<td>Debt Service Support (includes interest expense and non-permanently financed capital debt)</td>
<td>$483.4</td>
</tr>
</tbody>
</table>
**Special Education Grant**

The Special Education Grant provides additional funding for students who need special education programs, services, and/or equipment.

The Special Education Grant is made up of six allocations:

- Special Education Per Pupil Amount (SEPPA) Allocation – $1.43 billion,
- Differentiated Special Education Needs Amount (DSENA) Allocation (formerly High Needs Amount) – $1.05 billion,
- Special Equipment Amount (SEA) Allocation – $96.9 million,
- Special Incidence Portion (SIP) Allocation – $82.3 million,
- Facilities Amount (FA) Allocation – $96.1 million, and
- Behaviour Expertise Amount (BEA) Allocation – $11.7 million.

The Special Education Grant may only be used for special education. Any unspent funding must be treated as deferred revenue for special education.

The Special Education Grant is projected to be approximately $2.76 billion in 2016–17.

**Allocation Name Change New for 2016–17: Differentiated Special Education Needs Amount (DSENA) Allocation**

Beginning in 2016–17, the High Needs Amount allocation will be renamed the Differentiated Special Education Needs Amount (DSENA), to better align its name with its purpose. This allocation addresses the variation among boards with respect to students with special education needs and boards’ ability to respond to those needs.

In 2016–17, the Ministry will continue to implement the new model for allocating the DSENA allocation. To support school boards during this transition and to mitigate projected enrolment declines, the Ministry will hold the provincial DSENA total at $1.05 billion during this four year transition. In addition, to mitigate the redistributive impacts on school boards of the new model, this transition is being phased in over a four year period.
Special Education Per-Pupil Amount (SEPPA) Allocation

The Special Education Per-Pupil Amount (SEPPA) Allocation recognizes the cost of providing additional assistance to the majority of students with special education needs. SEPPA is allocated to boards on the basis of total enrolment.

The amounts for 2016–17 are:
- $949.87 per JK to Grade 3 student,
- $729.62 per Grade 4 to 8 student, and
- $481.87 per Grade 9 to 12 student.

The SEPPA Allocation is projected to be approximately $1.43 billion in 2016–17.

Differentiated Special Education Needs Amount (DSENA) Allocation (Formerly the High Needs Amount)

The DSENA Allocation addresses the variation among boards with respect to students with special education needs and boards' abilities to respond to those needs.

In 2016–17, the DSENA Allocation is made up of:
- the historical enrolment based HNA per-pupil amount, funded at 25 percent of the historical HNA per-pupil amounts – $246.8 million,
- the Measures of Variability (MOV) Amount – $192.7 million, and
- the Special Education Statistical Prediction Model (SESPM) amount – $578.1 million, and
- the Base Amount for Collaboration and Integration amount – $32.4 million.

More information regarding the four-year transition to the new model and details regarding the allocation methodologies will be provided to school boards in a memorandum from the Director, Special Education Policy and Programs Branch.

The DSENA Allocation is projected to be $1.05 billion for 2016–17.

In 2014–15, after extensive consultations with stakeholder representatives, including the Special Education Funding Working Group, the Ministry began the four year implementation of a new funding model for this allocation. This change will provide greater fairness and equity.
In 2016–17, the legacy HNA per-pupil amounts will continue to be eliminated, and will be funded at 25 percent, while the proportion of funding that is allocated through both the MOV and the SESPM will increase. Also, the Base Amount for Collaboration and Integration will be maintained at $450,000 per board.

To provide stability to school boards and to mitigate projected enrolment declines, the Ministry will hold the provincial DSEN total at $1.05 billion during this four year transition.

Special Equipment Amount (SEA) Allocation

The 2016–17 SEA Allocation is made up of two components:

- SEA Per-Pupil Amount, including a $10,000 base amount for each board, and
- SEA Claims-Based Amount.

The SEA Allocation* is projected to be $96.9 million in 2016–17.

SEA Per-Pupil Amount

The SEA Per-Pupil Amount is calculated using the following formula:

$$ \text{Base Amount} = 10,000 + (36.101 \times \text{ADE}) $$

In 2016–17, each school board will receive a projected SEA Per-Pupil Amount component, which includes a base amount of $10,000 for each school board plus an amount based on the board’s ADE. The SEA Per-Pupil Amount is allocated for the purchase of all computers, software, computing-related devices, and required supporting furniture, as identified for use by students with special education needs in accordance with the SEA funding guidelines.

In addition, the SEA Per-Pupil Amount helps school boards in providing training for staff and students (where applicable), equipment set-up, maintenance, and repair as determined by the board for all SEA equipment, including SEA equipment funded through the SEA claims-based process. Technicians and training costs are no longer submitted through the SEA claims process.

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* Each board’s Special Equipment Amount Allocation would be set out in the Grants for Student Needs – Legislative Grants for the 2016–2017 School Board Fiscal Year regulation.
SEA Claims-Based Amount

The SEA Claims-Based Amount provides funding to school boards for the purchases of other non-computer based equipment to be utilized by students with special education needs, including sensory equipment, hearing support equipment, vision support equipment, personal care support equipment, and physical assists support equipment, through a claims-based process with an $800 deductible. Eligibility requirements for SEA are outlined in the Special Education Funding Guidelines: Special Equipment Amount (SEA), 2016–17, Spring 2016*.

SEA Allocation and Financial Reporting by Boards

Boards will develop an internal process that allocates the SEA Per-Pupil Amount, the SEA Claims-Based Amount, and the board internal contribution to support student needs, in an equitable and timely fashion.

Similar to previous years, the SEA Per-Pupil Amount will be reported separately from all other special education expenditures. Unused SEA Per-Pupil Amount funding (including the $10,000 base) must be treated as SEA Per-Pupil Amount deferred revenue to support future purchases of computers, software, and computer-related devices and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment.

Portability requirements for equipment purchased with the SEA funding would be outlined in the Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year regulation and described in the Special Education Funding Guidelines: Special Equipment Amount (SEA), 2016–17, Spring 2016*.

Special Incidence Portion (SIP) Allocation

The SIP Allocation supports pupils who require more than two full-time staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and/or exceptionalities and others at their school. Eligibility criteria for SIP are outlined in the Special Education Funding Guidelines: Special Incidence Portion (SIP), 2016–17, Spring 2016. SIP claims are submitted to the Ministry of Education regional offices for approval.

The SIP Allocation is projected to be $82.3 million in 2016–17.

* This document is available on the Ministry of Education website.
Facilities Amount (FA) Allocation

The FA Allocation provides funding to school boards to provide education programs for school-aged children and youth in care and/or treatment centres, and in custody and correctional facilities. These facilities include hospitals, children’s mental health centres, psychiatric institutions, detention and correctional facilities, community group homes, and social services agencies. The provision of education in these facilities is subject to the Memorandum of Understanding, a formal agreement between a district school board and the facility. Further details can be found in the *Guidelines For Educational Programs for Students In Government Approved Care and/or Treatment, Custody and Correctional (CTCC) Facilities 2016–17*.

The FA Allocation is projected to be $96.1 million in 2016–17.

Funding for the FA Allocation is based on an approval process specified in the guideline issued for these programs. The recognized costs include teachers, education assistants and classroom supplies.

Revenue is reduced when the projected amount approved and paid to a school board is greater than the actual final expenditure incurred.

Funding is provided to school boards to help offset the accommodation costs of classrooms in care and/or treatment, and custody settings that operate in school board space. This funding is included in the School Operations Allocation. School boards may fund the transportation they have authority to provide with their Student Transportation Grant.

Behaviour Expertise Amount (BEA) Allocation

The BEA Allocation provides funding for school boards to hire board-level Applied Behaviour Analysis (ABA) expertise professionals. The use of ABA instructional approaches has proven to be effective for students with Autism Spectrum Disorder (ASD) and other students with special education needs. ABA expertise professionals will support principals, teachers, educators and other school staff by providing and coordinating ABA coaching, training and resources; facilitating collaboration among community service providers, parents and schools; and supporting the *Connections for Students* model transitioning students with ASD from Intensive Behaviour Intervention services provided through the Ministry of Children and Youth Services into ABA instructional methods in school.

ABA expertise professionals will also increase school board capacity in use of ABA methods and enhance their compliance with PPM 140, *Incorporating Methods of*
Applied Behaviour Analysis into Programs for Students with Autism Spectrum Disorders (ASD).

The BEA Allocation is projected to be $11.7 million in 2016–17.

The Ministry will allocate funding based on the following formula:

\[ \$85,027 \text{ per school board} + (\$2.85 \times \text{ADE}) \]
Language Grant

The Language Grant provides funding to meet school boards’ costs for language instruction.

The Language Grant has five allocations:

- English as a Second Language/English Literacy Development (ESL/ELD) Allocation – $226.2 million,
- French as a Second Language (FSL) Allocation – $252.8 million,
- French as a First Language (FFL) Allocation – $79.0 million,
- Programme d’appui aux nouveaux arrivants (PANA) Allocation – $5.6 million, and
- Actualisation linguistique en français (ALF) Allocation – $113.5 million.

Some of the language of instruction allocations of the Language Grant use proxy measures to determine each school board’s relative share of need. The calculations are not intended to count every student who requires support or to determine individual needs for these programs. Boards determine need and use resources provided by the Language Grant to provide language services and support accordingly.

The total Language Grant is projected to be $677.0 million in 2016–17.

New in 2016–17

In 2016–17, the Ministry will begin a three year phase-in of updates to the Pupils in Canada component of the ESL/ELD Allocation and the ALF per-pupil component based on the 2011 Census. These updates will help ensure that these components better reflect and support the on-the-ground needs of boards through the use of more current student information.

Second-Language and Second-Dialect Instruction

Ontario’s curriculum requires that students develop strong English-or French-language skills. The cultural and linguistic diversity of Ontario’s population means that many students require extra help to develop proficiency in their language of instruction.

Three allocations of the Language Grant provide school boards with resources to meet the needs of these students. English-language school boards receive the ESL/ELD Allocation. French-language boards receive the PANA Allocation and the ALF Allocation.
English as a Second Language/English Literacy Development (ESL/ELD) Allocation

ESL/ELD funding, available only to English-language boards, is based on the sum of the Recent Immigrant and Pupils in Canada components.

For 2016–17, the ESL/ELD Allocation is projected to be $226.2 million.

Recent Immigrant Component

The Recent Immigrant component provides a total of $10,192.00 per eligible pupil over four years and is based on the number of recent immigrant pupils born in countries other than Canada, Great Britain, Ireland, the United States, Australia, and New Zealand.

The variables used in calculating this funding are:

- the number of eligible pupils who entered Canada in each year since September 2012, and
- a weighting factor for each of the four years.

Weighting Factors

<table>
<thead>
<tr>
<th>Year</th>
<th>Start Date</th>
<th>End Date</th>
<th>Weighting Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 1, 2015</td>
<td>October 31, 2016</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>September 1, 2014</td>
<td>August 31, 2015</td>
<td>0.85</td>
</tr>
<tr>
<td>3</td>
<td>September 1, 2013</td>
<td>August 31, 2014</td>
<td>0.5</td>
</tr>
<tr>
<td>4</td>
<td>September 1, 2012</td>
<td>August 31, 2013</td>
<td>0.25</td>
</tr>
</tbody>
</table>

Number of Eligible Pupils

Principals are required to report through the Ontario Student Information System (OnSIS) the number of enrolled pupils who entered Canada during the last four years and were born in a country other than Canada, Great Britain, Ireland, the United States, Australia, and New Zealand. Schools are required to keep appropriate immigration information in a pupil’s Ontario Student Record (OSR) to support the number of pupils reported as having entered Canada during the last four years.

Total Recent Immigrant Component

The allocation is the sum of the weighted numbers of eligible pupils for each year multiplied by $3,920.00.
**Pupils in Canada Component**

The Pupils in Canada (PIC) component is based on the number of children whose language spoken most often at home is neither English nor French from Census data. Beginning in 2016–17, this component is being updated with 2011 Census data. This data is used as a proxy measure for the relative ESL/ELD need among boards for pupils not covered by the Recent Immigrant component.

In 2016–17, year one of the three year phase-in, the PIC component is composed of 1/3 of the calculation using the 2011 Census data and 2/3 of the calculation using the 2006 Census data.

Each board’s allocation would be set out in the *Grants for Student Needs – Legislative Grants for the 2016–17 School Board Fiscal Year* regulation.

**French as a Second Language (FSL) Allocation**

FSL funding, available only to English-language boards, supports the additional costs of providing core French, extended French, and French immersion programs. The FSL allocation in 2016–17 is projected to be $252.8 million.

**FSL – Elementary**

At the elementary level, funding is provided for core and extended French based on enrolment in French programs for Grades 4 to 8. French immersion programs, if offered by the board, are funded based on enrolment in French programs for JK to Grade 8.

Current Ministry policy requires that each elementary student accumulate at least 600 hours of French-language instruction by the end of Grade 8. School boards are required to plan their French-language programs so that students meet this requirement.

<table>
<thead>
<tr>
<th>Average daily length of program</th>
<th>Allocation per pupil enrolled in the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 59 minutes Core, Grades 4 to 8</td>
<td>$293.61</td>
</tr>
<tr>
<td>60 – 149 minutes Extended, Grades 4 to 8</td>
<td>$334.52</td>
</tr>
<tr>
<td>150 minutes or more Immersion, JK/SK, Grades 1 to 8</td>
<td>$374.22</td>
</tr>
</tbody>
</table>
FSL – Secondary

The funding is determined according to credits as follows:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Allocation per-pupil credit – French as a subject</th>
<th>Allocation per-pupil credit – subjects other than French taught in French</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 and 10</td>
<td>$75.41</td>
<td>$124.04</td>
</tr>
<tr>
<td>11 and 12</td>
<td>$99.73</td>
<td>$193.39</td>
</tr>
</tbody>
</table>

French as a First Language (FFL) Allocation

This funding, available only to French-language boards, recognizes the higher costs of instructional materials and program support incurred in providing French-language programs.

Funding benchmarks on a headcount basis is $840.43 per elementary school pupil of the board as of October 31, 2016. Benchmarks per secondary day-school ADE pupil is $840.43.

Start-up funding for new elementary schools in French is provided at the rate of $18,251.99 for each new elementary school established by a board in 2016–17.

The FFL Allocation in 2016–17 is projected to be $79.0 million.

Programme d'appui aux nouveaux arrivants (PANA) Allocation

PANA funding, available only to French-language boards, is projected to be $5.6 million in 2016–17. The allocation is the sum of the weighted numbers of eligible pupils for each year multiplied by $3,920.00.

PANA provides a total of $10,192.00 per eligible pupil over four years. It is based on the number of recent immigrant pupils who do not have rights under Section 23* of the Canadian Charter of Rights and Freedoms, but have been admitted to the schools through the board’s admission committee.

* Section 23 refers to linguistic and education rights.
Recent immigrant pupils are deemed eligible to generate PANA funding if:

- they were born in countries in which neither French nor English is the first language of a majority of the population; or
- they were born in countries in which a majority of the population speak a variety of French that is sufficiently different from the French used as the language of instruction in schools of the board.

The variables used in calculating this funding are:

- the number of eligible pupils who entered Canada in each year since September 2012, and
- a weighting factor for each of the four years.

### Weighting Factors

<table>
<thead>
<tr>
<th>Year</th>
<th>Start Date</th>
<th>End Date</th>
<th>Weighting Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 1, 2015</td>
<td>October 31, 2016</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>September 1, 2014</td>
<td>August 31, 2015</td>
<td>0.85</td>
</tr>
<tr>
<td>3</td>
<td>September 1, 2013</td>
<td>August 31, 2014</td>
<td>0.5</td>
</tr>
<tr>
<td>4</td>
<td>September 1, 2012</td>
<td>August 31, 2013</td>
<td>0.25</td>
</tr>
</tbody>
</table>

### Number of Eligible Pupils

Principals are required to report in OnSIS the number of enrolled pupils who entered Canada during the last four years, including the pupil’s country of birth. Schools are required to keep appropriate immigration information in a pupil’s Ontario Student Record (OSR) to support the number of pupils reported as having entered Canada during the last four years.

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**Actualisation linguistique en français (ALF) Allocation**

ALF funding, available only to French-language boards, provides support for language instruction to pupils who are entitled to French-language education by virtue of the Canadian Charter of Rights and Freedoms and who have limited, or no competency, in French.

The ALF allocation is the sum of the per-pupil, school, and board components.

Total ALF funding in 2016–17 is projected to be $113.5 million.
**Per-Pupil Component**

The per-pupil component is calculated by applying a broader community factor (formerly named the Assimilation Factor) to a board’s enrolment. This factor is intended to be a proxy measure of a board’s cultural environment.

The proxy measure is based on the proportion of the school age population that does not have at least one parent having French as their "First Official Language Spoken," from Census data.

Beginning in 2016–17, this component is being updated with 2011 Census data.

**Calculation of the Broader Community Factor (BCF)**

The BCF is the greater of 75 percent or one minus the percentage of school-age youth with at least one parent having French as their "First Official Language Spoken" derived from census data.

In 2016–17, year one of the three year phase-in, the per-pupil component is composed of 1/3 of the calculation using the BCF based on the 2011 Census data and 2/3 of the calculation using the BCF based on the 2006 Census data.

The BCF of each board is listed in the Grants for Student Needs – Legislative Grants for the 2016–2017 School Board Fiscal Year regulation.

The Elementary and Secondary Per-Pupil Allocations are as follows:

**Elementary Per-Pupil Allocation**

\[
(\text{Elementary ADE} \times \text{Broader Community Factor}) \times 894.07
\]

**Secondary Per-Pupil Allocation**

\[
(\text{Secondary ADE} \times \text{Broader Community Factor}) \times 894.07
\]

**School Component**

The school component is calculated using the definition of school used for the School Foundation Grant. See page 25 for details.

**Elementary School Amount**

\[
\text{Total number of elementary schools} \times 46,992.28
\]

**Secondary School Amount**

\[
\text{Total number of secondary schools} \times 87,864.56
\]
### Secondary School Size Amount

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>2016–17 Total Per Secondary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADE &gt;0 and ADE &lt; 100</td>
<td>$81,744.56</td>
</tr>
<tr>
<td>ADE ≥100 and ADE &lt; 200</td>
<td>$122,616.84</td>
</tr>
<tr>
<td>ADE ≥200 and ADE &lt; 300</td>
<td>$163,489.12</td>
</tr>
<tr>
<td>ADE ≥300 and ADE &lt; 400</td>
<td>$204,361.40</td>
</tr>
<tr>
<td>ADE ≥400</td>
<td>$245,233.68</td>
</tr>
</tbody>
</table>

### Board Component Amount

Each board's amount for 2016–17 is $296,772.16.
**First Nation, Métis, and Inuit Education Supplement**

The First Nation, Métis, and Inuit Education Supplement supports programs designed for Aboriginal learning as outlined in the *Ontario First Nation, Métis, and Inuit Education Policy Framework* released in January 2007.

The First Nation, Métis, and Inuit Education Supplement has four allocations:

- Native Languages Allocation – $9.9 million,
- First Nation, Métis, and Inuit Studies Allocation – $24.8 million,
- Per-Pupil Amount (PPA) Allocation – $23.4 million, and
- Board Action Plans (BAP) Allocation - $6.0 million.

To allow boards to offer these programs despite limited enrolment, the funding benchmarks for First Nation, Métis, and Inuit Studies and Native Languages recognize an average class size of 12.

The total First Nation, Métis, and Inuit Education Supplement is projected to be $64.0 million in 2016–17.

**New in 2016–17**

**First Nation, Métis, and Inuit Education Leads**

The Ministry will invest an estimated $1.2 million in 2016–17 in the PPA Allocation to ensure that all boards receive a minimum amount of funding and have the resources to establish a position at a Supervisory Officer level that is dedicated to supporting the implementation of the *Framework*.

In 2016–17, this minimum level of funding is equivalent to the supervisory officer salary and benefits benchmark under the new School Board Administration and Governance Grant allocation model: $165,520.12. Boards will be required to spend at least half of this amount on the dedicated position, and confirm that any remainder has been used to support the *Framework* through the Board Action Plan (BAP) on First Nation, Métis, and Inuit Education.
Update to Per-Pupil Amount Allocation

Beginning in 2016–17, the PPA of the First Nation, Métis, and Inuit Education Supplement is being updated with the 2011 National Household Survey (NHS) data. 2016–17 is year one of the three year phase-in of the 2011 NHS data. This update will help ensure that this allocation better reflects and supports the on-the-ground needs of boards through the use of more current information. This update includes an investment of approximately $1.5 million in 2016–17.

Incorporating Voluntary, Confidential Aboriginal Student Self-identification into the GSN

In 2016–17, funding of approximately $6 million to support BAPs on First Nation, Métis, and Inuit Education will be transferred to the GSN from Education Programs – Other (EPO). This funding will be allocated through an approach similar to the allocation of the EPO funding. However, the 2016–17 formula will give greater weight to components that use voluntary, confidential Aboriginal student self-identification data with 45 per cent of the allocation based on self-identification data and 55 per cent of the allocation based on a board’s total student headcount.

The Ministry will continue to work with Aboriginal partners, and education stakeholders to support greater collection and increased use of self-identification data for both PPA and BAP funding.

Native Languages Allocation

The $9.9 million Native Languages Allocation supports elementary and secondary Native Language programs from Junior Kindergarten to Grade 12. Funding is based on the number of pupils enrolled and the average daily length of the program as set out below.
Native Language – Elementary

<table>
<thead>
<tr>
<th>Average length of program</th>
<th>Staff per 12 elementary students</th>
<th>Allocation per pupil enrolled in the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 39 minutes</td>
<td>0.20</td>
<td>$1,362.41</td>
</tr>
<tr>
<td>40 minutes or more</td>
<td>0.30</td>
<td>$2,043.61</td>
</tr>
</tbody>
</table>

Native Language – Secondary

The funding is established according to credits as follows:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Staff per 12 secondary students</th>
<th>Allocation per-pupil credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 to 12</td>
<td>0.167</td>
<td>$1,135.34</td>
</tr>
</tbody>
</table>

First Nation, Métis, and Inuit Studies Allocation

In 2016–17, $24.8 million is being provided to fund secondary First Nation, Métis, and Inuit Studies courses*. Funding is based on the same benchmarks used to allocate funding for students enrolled in Native Languages – Secondary programs.

The funding is established according to credits as follows:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Staff per 12 secondary students</th>
<th>Allocation per-pupil credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 to 12</td>
<td>0.167</td>
<td>$1,135.34</td>
</tr>
</tbody>
</table>

Per-Pupil Amount Allocation

In 2016–17, the PPA Allocation is projected to be $23.4 million.

Beginning in 2016-17, boards will be allocated funding to establish a position at a Supervisory Officer level that is dedicated to supporting the implementation of the Framework. Boards will be required to spend at least half of $165,520.12 on the

* Refer to the Common Course Codes document on the Ministry of Education website for course listings.
dedicated position and confirm that any remainder of the amount has been used to support the Framework through the BAP on First Nation, Métis, and Inuit Education.

The PPA Allocation is calculated as follows:

<table>
<thead>
<tr>
<th>Step 1: Calculate a Per-Pupil Amount Based on Census/NHS data*</th>
<th>ADE x Estimated Percentage of First Nation, Métis, and Inuit Population based on Census/NHS data x Weighting Factor x $181.75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2: Calculate Base Amount of Funding</td>
<td>Max ($165,520.12, per-pupil amount based on Step 1)</td>
</tr>
</tbody>
</table>

*In 2016–17, year one of the three year phase-in, the per-pupil calculation is calculated by adding:

- 1/3 of the per-pupil calculation using the 2011 NHS data, and
- 2/3 of the per-pupil calculation using the 2006 Census data.

**Estimating the Percentage of First Nation, Métis, and Inuit Population in a Board**

1. The percentage of First Nation, Métis, and Inuit population is derived from 2006 Census/2011 NHS data.
2. The enrolment of a Census Sub-Division (CSD) is the sum of enrolments of all facilities of the board operating within the CSD.
3. The percentage for the board is derived by taking the weighted average (using the CSD share of board enrolment over all the enrolment in CSDs in which the board operates) of the CSD level percentages.

The estimated percentage of First Nation, Métis, and Inuit population for each board would be listed in the Grants for Student Needs – Legislative Grants for the 2016–2017 School Board Fiscal Year regulation.

**Weighting Factor**

A weighting factor is applied to direct more funding to boards with a higher estimated proportion of First Nation, Métis, and Inuit students.

<table>
<thead>
<tr>
<th>Estimated percentage of First Nation, Métis, and Inuit student population</th>
<th>Weighting Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>between 0 and 7.49%</td>
<td>1</td>
</tr>
<tr>
<td>between 7.5% and 14.99%</td>
<td>2</td>
</tr>
<tr>
<td>15% or more</td>
<td>3</td>
</tr>
</tbody>
</table>
Board Action Plans (BAP) Allocation

Beginning in 2016–17, the Ministry will be providing approximately $6 million through the GSN to support the implementation of programs and initiatives aligned with the 16 strategies and actions identified in the *Ontario First Nation, Métis, and Inuit Framework Implementation Plan*.

The BAP Allocation is calculated as follows:

\[
\text{Total Enrolment} + \left( \frac{\text{Aboriginal Student Per-Pupil Amount}}{} \right) + \left( \frac{\text{Aboriginal Student} \% \text{ of Enrolment}}{} \right)
\]

<table>
<thead>
<tr>
<th>Component</th>
<th>% of Allocation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrolment</td>
<td>55%</td>
<td>Based on board’s total student headcount, by range.</td>
</tr>
<tr>
<td>Aboriginal Student Per-Pupil Amount</td>
<td>25%</td>
<td>Based on board’s voluntary, confidential Aboriginal student self-ID data.</td>
</tr>
<tr>
<td>Aboriginal Student % of Enrolment</td>
<td>20%</td>
<td>Based on board’s voluntary, confidential Aboriginal student self-ID data as a percentage of board’s total student headcount, by range.</td>
</tr>
</tbody>
</table>

The enrolment used to calculate the components of the BAP Allocation includes students for whom fees are chargeable under the tuition fees regulation.

Each board’s allocation would be set out in the *Grants for Student Needs – Legislative Grants for the 2016–17 School Board Fiscal Year* regulation.
Geographic Circumstances Grant

The Geographic Circumstances Grant recognizes the additional costs of operating small schools that are isolated and costs that are associated with the geography of boards, including board size and school dispersion.

The Geographic Circumstances Grant consists of three allocations:

- Remote and Rural Allocation – $119.6 million,
- Supported Schools Allocation – $69.6 million, and
- Rural and Small Community Allocation – $1.4 million.

The total Geographic Circumstances Grant is projected to be $190.6 million in 2016–17.

School Board Efficiencies and Modernization (SBEM)

In 2016–17, the Ministry will continue to phase in the SBEM measures, introduced in 2015–16, to modernize the Geographic Circumstances Grant. These changes better reflect more up-to-date geographic data and better align the Geographic Circumstances Grant with other allocations in the GSN.

The phase-in of the new allocation method gives school boards time to adjust to its impact. In 2016-17, funding through the Geographic Circumstances Grant (except for the Board Enrolment Component of the Remote and Rural Allocation and the Funding for Early Childhood Educators in the Supported Schools Allocation) will be calculated by taking 2/3 of the funding calculated based on the new allocation method and adding 1/3 of the funding calculated based on the 2014-15 allocation method.

Remote and Rural Allocation

The Remote and Rural Allocation supports the higher cost of purchasing goods and services for small school boards, as well as for boards that are distant from major urban centres, and for boards with schools that are distant from one another.

In 2016–17, this allocation is projected to be $119.6 million.

Board Enrolment

This component recognizes that smaller school boards often have higher per-pupil costs for goods and services. Board funding is calculated by multiplying the Per-Pupil Amount based on Day-School ADE from the table below by the Day-School ADE of the Board.

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Per-Pupil Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to &lt; 4,000</td>
<td>$320.61 - (Day-School ADE x $0.017410)</td>
</tr>
<tr>
<td>4,000 to &lt; 8,000</td>
<td>$250.97 - ([Day-School ADE - 4,000] x $0.02)</td>
</tr>
<tr>
<td>8,000 or more</td>
<td>$170.99 - ([Day-School ADE - 8,000] x $0.02137)*</td>
</tr>
</tbody>
</table>

*If amount calculated above is negative, it is deemed to be 0.

Distance/Urban Factor/French-Language Equivalence

This component takes into account the additional costs of goods and services related to remoteness and the absence of nearby urban centres. This component also recognizes that, much like remote school boards, French-language school boards operating in a minority language context face higher costs in obtaining goods and services.

Factors Used to Calculate Funding

<table>
<thead>
<tr>
<th>Component</th>
<th>New Allocation Method</th>
<th>2014–15 Allocation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance to Urban Centre</td>
<td>Distance is measured by road distance from the central board office to the nearest city with a population of at least 200,000 based on the 2011 Census, i.e., Toronto, Ottawa, Hamilton, London, Windsor, Brampton, Kitchener, Mississauga, Markham or Vaughan.</td>
<td>Distance is measured from the nearest defined cities of Toronto, Ottawa, Hamilton, London, or Windsor to the town or city located nearest to the geographic centre of the board. These distances were last updated in 1999-00.</td>
</tr>
<tr>
<td>Urban Factor</td>
<td>Each board’s urban factor is based on municipal organizations and population data from the 2011 Census. The process used to calculate these is described below.</td>
<td>Each board’s urban factor is based on historical municipal organizations and population data and was last updated in 1998-99.</td>
</tr>
</tbody>
</table>
**New Urban Factor Calculation**

1. For each school facility in the board, the school facility is first mapped to a Census Sub-Division using its postal code. The Urban Factor for the school facility is then calculated using the following approach:

<table>
<thead>
<tr>
<th>Census Sub-Division Based on School’s Postal Code with a Population of</th>
<th>New Allocation Method Urban Factor for School Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 24,999</td>
<td>1</td>
</tr>
<tr>
<td>25,000 – 199,999</td>
<td>(1 - \left(\frac{\text{Population}-25,000}{175,000}\right))</td>
</tr>
<tr>
<td>200,000 or more</td>
<td>0</td>
</tr>
</tbody>
</table>

2. The Urban Factor determined above is multiplied by the ADE of the school facility.

3. The products determined in step 2 for each school facility are then summed for the board and divided by the total ADE of the board to get the board’s new allocation method Urban Factor.

Each board’s distances and urban factors would be set out in the *Grants for Student Needs – Legislative Grants for the 2016–2017 School Board Fiscal Year* regulation.

**Tiered Per-Pupil Amounts**

The following table is used to calculate the per-pupil amount based on Distance.

<table>
<thead>
<tr>
<th>Distance</th>
<th>Per-Pupil Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to &lt; 150 kilometres</td>
<td>$0</td>
</tr>
<tr>
<td>151 to &lt; 650 kilometres</td>
<td>$1.09376 x (Distance –150)</td>
</tr>
<tr>
<td>650 to &lt; 1,150 kilometres</td>
<td>$546.88 + [$0.14722 x (Distance –650)]</td>
</tr>
<tr>
<td>1,150+ kilometres</td>
<td>$620.49</td>
</tr>
</tbody>
</table>
Calculating Distance/Urban Factor/French-Language Equivalence Funding

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Calculate Per Pupil Amount Based on Distance to Major Urban Centre</td>
<td>The per-pupil amount is calculated using the table above using the new allocation method distance to major urban centre.</td>
<td>The per-pupil amount is calculated using the table above using the 2014–15 allocation method distance to major urban centre.</td>
</tr>
<tr>
<td>Step 2: Calculate Distance/Urban Funding</td>
<td>Multiply the per-pupil amount calculated in Step 1 by the new allocation method urban factor, and then multiply by the total ADE.</td>
<td>Multiply the per-pupil amount calculated in Step 1 by the 2014–15 allocation method urban factor, and then multiply by the total ADE.</td>
</tr>
<tr>
<td>Step 3: Determine French-Language Equivalence for French-Language School Boards</td>
<td>French-language school boards receive the higher of the amount calculated in step 2 or a distance allocation of $178.65 per pupil multiplied by the total ADE.</td>
<td>French-language school boards receive the higher of the amount calculated in step 2 or a distance allocation of $178.65 per pupil multiplied by the total ADE.</td>
</tr>
</tbody>
</table>

Funding through the Distance/Urban Factor/French-Language Equivalence component is calculated using the three steps above under both the new allocation method and the 2014–15 allocation method.

The total Distance/Urban Factor/French-Language Equivalence component in 2016-17 is then calculated by adding:

- 2/3 of the funding generated by the new allocation method, and
- 1/3 of the funding generated by the 2014–15 allocation method.

School Dispersion

This component recognizes the higher costs of providing goods and services to students in widely dispersed schools.

This dispersion distance is expressed by combining:

- the average distance between a board’s schools, calculated on the basis of the shortest unique road route linking all the schools in a board, weighted at 0.8, and
- the average road distance between the central board office and each school of the board, based on the shortest unique road route linking the board office with each school, weighted at 0.2.
Only boards with an average dispersion distance greater than 14 kilometres qualify for funding under the dispersion component.

**Dispersion Distances**

Each board’s average school dispersion distances would be set out in the *Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year* regulation.

<table>
<thead>
<tr>
<th>New Allocation Method Dispersion Distance</th>
<th>2014–15 Allocation Method Dispersion Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on updated average school road distances from each other and from the central board office to each school.</td>
<td>Based on historical average school road distances from each other and from the central board office to each school. These distances were last updated in 2003-04.</td>
</tr>
</tbody>
</table>

**Calculating Funding Related to School Dispersion**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Calculate Per Pupil Amount Based on School Dispersion</td>
<td>$5.75504 \times (\text{new allocation method dispersion distance} – 14 \text{ km})</td>
<td>$5.75504 \times (2014–15 \text{ allocation method dispersion distance} – 14 \text{ km})</td>
</tr>
<tr>
<td>Step 2: Determine School Dispersion Funding</td>
<td>Multiply the per-pupil amount from Step 1 by total ADE.</td>
<td>Multiply the per-pupil amount from Step 1 by total ADE.</td>
</tr>
</tbody>
</table>

Funding through the School Dispersion component is calculated using the two steps above under both the new allocation method and the 2014–15 allocation method.

The total School Dispersion component funding in 2016-17 is then calculated by adding:

- 2/3 of the funding generated by the new allocation method and
- 1/3 of the funding generated by the 2014–15 allocation method.
Supported Schools Allocation

The Supported Schools Allocation provides additional funding for teaching and early childhood educator (ECE) staff to improve the viability of supported schools.

The Supported Schools Allocation is projected to be $69.6 million in 2016–17.

In conjunction with the definition of a school used in the School Foundation Grant, the following are deemed “supported” (see page 25 for details):

• an elementary school where the next closest elementary school of the board is at least 20 kilometres away; and

• a secondary or combined elementary/secondary school where the next closest secondary or combined elementary/secondary school of the board is at least 45 kilometres away.

Supported schools are referred to as “outlying schools” in the Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year regulation.

Under this Grant funding is designed to work with the Pupil Foundation Grant so that together:

• Supported elementary and combined elementary/secondary schools with 50 or more elementary students generate funding for a minimum of 7.5 FTE elementary teachers;

• Supported elementary and combined elementary/secondary schools with at least 16 Junior Kindergarten or Senior Kindergarten students generate funding for a minimum of 1.14 FTE early childhood educators; and

• Supported secondary and combined/elementary schools with 50 or more secondary students generate funding for a minimum of 14 FTE secondary teachers.

Funding through the Supported Schools Allocation is calculated as the sum of the Funding for Elementary Teachers, Funding for Early Childhood Educators and Funding for Secondary Teachers.

Elementary and Combined Supported Schools (Elementary Portion)

Funding for Elementary Teachers

The Supported Schools Allocation is designed to provide incremental funding for elementary teachers beyond what is funded through the Pupil Foundation Grant.

The first step in the calculation of the funding is to determine the minimum number of full-time equivalent (FTE) elementary teachers that the school generates using the following table:
### New Allocation Method Minimum Elementary Teacher FTE

<table>
<thead>
<tr>
<th>Elementary ADE &gt;0 and &lt; 50</th>
<th>Greater of 1 or [42.5/49 + (6.5/49 \times \text{Elementary ADE})]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary ADE ≥ 50</td>
<td>7.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2014–15 Allocation Method Minimum Elementary Teacher FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.5/49 + (6.5/49 \times \text{Elementary ADE})</td>
</tr>
</tbody>
</table>

The second step is to determine the number of FTE elementary teachers that would be generated through the Pupil Foundation Grant by the elementary pupils enrolled in the elementary or combined supported school.

This calculation for both the new allocation method and the 2014–15 allocation method is shown in the formula below:

\[
\text{Pupil Foundation Grant Elementary Teacher FTE} = \left(0.04601 \times \frac{\text{JK and SK ADE}}{\text{Grade 1 to 3 ADE}}\right) + \left(0.06018 \times \frac{\text{Grade 1 to 3 ADE}}{\text{Grade 4 to 8 ADE}}\right)
\]

The third step is to subtract the number of FTE elementary teachers funded through the Pupil Foundation Grant from the minimum number of FTE elementary teachers determined in step one.

- Under the new allocation method, if this calculation is a negative number, the number of FTE elementary teachers is deemed to be 0.
- For the 2014–15 allocation method, a minimum of 0.183 FTE elementary teachers is funded for each elementary and combined elementary/secondary supported school with elementary ADE greater than zero.

Finally, funding for Elementary Teachers is calculated under both methods by multiplying the number of FTE teachers determined in step three by the benchmark teacher salary with benefits.

The total funding for Elementary Teachers in 2016–17 is calculated by adding:

- 2/3 of the funding generated by the new allocation method and
- 1/3 of the funding generated by the 2014–15 allocation method.

### Funding for Early Childhood Educators (ECEs)

Elementary and combined elementary/secondary supported schools with:

- at least 16 ADE and less than 42 ADE in Junior Kindergarten or Senior Kindergarten generate funding for a minimum of 1.14 FTE early childhood educators;
- at least 42 ADE in Junior Kindergarten or Senior Kindergarten generate funding for a minimum of 2.28 FTE early childhood educators; and
• less than 16 ADE in Junior Kindergarten and or Senior Kindergarten do not generate funding for a minimum number of early childhood educators.

Subtracting the FTE ECEs funded through the Pupil Foundation Grant from the minimum number of ECEs determined above, gives the FTE additional ECEs funded through the Supported Schools Allocation. This is shown in the table below:

<table>
<thead>
<tr>
<th>JK/SK ADE</th>
<th>Funded FTE Early Childhood Educators (ECEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADE &gt; 0 and ADE &lt; 16</td>
<td>0</td>
</tr>
<tr>
<td>ADE ≥ 16 and ADE &lt; 42</td>
<td>greater of [1.14 - (0.043846 \times JKSK ADE)] or 0</td>
</tr>
<tr>
<td>ADE ≥ 42</td>
<td>greater of [2.28 - (0.043846 \times JKSK ADE)] or 0</td>
</tr>
</tbody>
</table>

The total funding for Early Childhood Educators (ECEs) is calculated by multiplying the staffing determined above by the benchmark early childhood educator salary with benefits.

**Secondary and Combined Elementary/Secondary Supported Schools (Secondary Portion)**

**Funding for Secondary Teachers**

The Supported Schools Allocation is designed to provide incremental funding for secondary teachers beyond what is funded through the Pupil Foundation Grant (and in the case of the French-language boards, the Secondary School Size Amount of the Actualisation linguistique en français (ALF) Allocation), including a minimum 14 FTE secondary teachers for secondary or combined supported schools with 50 or more secondary ADE.

The first step in the calculation of the funding is to determine the minimum number of FTE secondary teachers that the school generates using the following table:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Greater of 1 or [Lesser of 14 or (36/49 + (13/49 x Secondary ADE))]</td>
<td>Lesser of 14 or [36/49 + (13/49 x Secondary ADE)]</td>
</tr>
<tr>
<td>Secondary ADE ≥ 200</td>
<td></td>
<td>Lesser of 29.88 or [10.24/3 + (15.88/300 x Secondary ADE)]</td>
</tr>
</tbody>
</table>

The second step is to determine the number of FTE secondary teachers that would be generated through the Pupil Foundation Grant (PFG) by the number of secondary pupils enrolled in the secondary or combined elementary/secondary supported school.

This calculation is the same for both the new allocation method and the 2014–15 allocation method and is shown in the formula below:
Pupil Foundation Grant Secondary Teacher FTE = 0.05878 × Secondary ADE

The third step is to subtract the number of FTE secondary teachers funded through the PFG from the minimum number of FTE secondary teachers determined in step one. This represents the number of additional teachers that needs to be funded through the Supported Schools Allocation.

- Under the new allocation method, if this calculation is a negative number, the number of FTE secondary teachers is deemed to be 0.
- For the 2014–15 allocation method, a minimum of 0.49 FTE secondary teachers is funded for each secondary and combined supported school with secondary ADE greater than zero.

Under both the new allocation method and the 2014–15 allocation method, multiplying the staffing determined in Step 3 by the benchmark teacher salary with benefits gives the funding generated by the school for secondary teachers through the Supported Schools Allocation. In the case of French-language school boards this amount is adjusted for both methods by any funding generated by the school through the Secondary School Size Amount of the ALF Allocation.

The total funding for Secondary Teachers in 2016–17 is calculated by adding:

- 2/3 of the funding generated by the new allocation method and
- 1/3 of the funding generated by the 2014–15 allocation method.

**Rural and Small Community Allocation**

The Rural and Small Community Allocation (RSCA) supports boards with schools in rural or small communities. In 2016–17, this allocation is projected to be $1.4 million.

As the GSN provides support for rural and small communities in many different ways, this relatively small allocation is continuing to be phased out in 2016–17. This allocation is based on the Rural and Small Community Measure (RSCM*), which is used by the Ministry of Finance for municipal grant purposes, to determine the proportion of a municipality’s population residing in rural areas or small communities. The RSCA is provided to boards with a minimum RSCM of 25 percent, and on a sliding scale up to an RCSM of 75 percent. Boards receive the full amount of support if they have a rural measure of 75 percent or greater. Boards with an RSCM below 25 percent receive no funding. The formulae for the allocation are:

---

* The RSCM factors are listed in the *Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year* regulation and are called Rural and Small Community Index (RSCI) factors.
If the RSCM is at least 25 percent, but under 75 percent, the allocation is calculated as follows:

\[ ADE \times \$42.10 \times (RSCM - 25\%) \]

If the RSCM is 75 percent, or over, the allocation is calculated as follows:

\[ ADE \times \$21.05 \]

Boards will receive one-third of this amount in 2016–17.
Learning Opportunities Grant

The Learning Opportunities Grant (LOG) provides funding for a range of programs to help students who are at a greater risk of poor academic achievement.

The Learning Opportunities Grant comprises:

- Demographic Allocation – $353.0 million,
- Literacy and Math Outside the School Day Allocation – $17.1 million,
- Student Success, Grades 7 to 12 Allocation – $59.6 million,
- Grade 7 and 8 Literacy and Numeracy and Student Success Teachers – $21.1 million,
- School Effectiveness Framework Allocation – $18.3 million,
- Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation – $8.2 million,
- Specialist High Skills Major (SHSM) Allocation – $18.7 million,
- Mental Health Leaders Allocation – $8.7 million,
- Outdoor Education Allocation – $17.0 million,
- Library Staff Allocation – $10.0 million, and
- School Authorities Amalgamation Adjustment – $0.6 million.

The total LOG is projected to be $532.1 million in 2016–17.

New in 2016–17

In 2016–17, two EPO programs, Outdoor Education and Library Staff, will be transferred into LOG. Outdoor Education will become one of the LOG allocations that are collectively enveloped in the Student Achievement Envelope, which was introduced in 2015–16. The Student Achievement Envelope includes the following allocations:

- the Literacy and Math Outside the School Day Allocation,
- the Student Success, Grades 7 to 12 Allocation,
- the Grade 7 and 8 Literacy and Numeracy and Student Success Teachers,
- the School Effectiveness Framework Allocation,
- the Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation,
- the Specialist High Skills Major (SHSM) Allocation, and
- the Outdoor Education Allocation.
Boards may use the allocations above only for these programs, and must treat any unspent funding as deferred revenue for future spending in these programs. There is flexibility in how boards may use some of the individual allocations within the Student Achievement Envelope, as long as the funds in total are spent on the seven programs in the envelope.

The Library Staff Allocation will be enveloped separately from the Student Achievement Envelope, as library staff funds must be spent on library staff.

Demographic Allocation

The largest portion of LOG funding – $353.0 million – is flowed through the Demographic Allocation, which provides funding based on social and economic indicators that are associated with students having a higher risk of academic difficulty. This allocation supports boards in offering a wide range of locally determined programs for these high risk students. Examples of programs include breakfast programs, homework clubs, reading recovery, and withdrawal for individualized support. Boards have considerable latitude in determining the type of program and support that they provide with this funding.

Allocation Method

Funding for the Demographic Allocation provides a greater share of funding to boards with the largest number of students at risk because of social and economic factors or because the students have arrived in Canada recently.

The following socio-economic indicators have been derived from 2006 Census data:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description (2006 Census)</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>Percentage of school-aged children in households with income below the low income cut-off (LICO) point.</td>
<td>50%</td>
</tr>
<tr>
<td>Recent Immigration</td>
<td>Percentage of school-aged children who immigrated to Canada between 2001 and 2006.</td>
<td>25%</td>
</tr>
<tr>
<td>Low Parental Education</td>
<td>Percentage of the adult population having less than a high school diploma or equivalent.</td>
<td>12.5%</td>
</tr>
<tr>
<td>Lone Parent Status</td>
<td>Percentage of school-aged children in a household led by a single parent.</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Using the enrolment data provided by school boards and data from the 2006 Census on the socio-economic indicators, the Demographic Allocation is calculated as follows:
School LOG Funding = School Funding Units × Funding Unit Value

1. Schools are ranked for each indicator.

\[
\text{Funding Unit Value} = \frac{\text{Total Funding Available}}{\text{Total Funding Units}}
\]

2. Based on their variable ranks, schools generate per-pupil funding units according to the funding unit scale. The 40 percent of schools with the most at-risk indicator for a given variable receive funding units. The funding unit scale provides a gradual increase in the per-pupil amount generated based on the level of risk in the school.

3. The per-pupil funding units for each indicator are multiplied by the enrolment of the school to create a school-level funding unit total for the indicator. Funding units for all indicators are summed to produce total school funding units.

4. The total funding amount is distributed on a school basis proportional to the funding units and the socio-economic indicator weighting.

5. School funding is summed to determine total funding for each school board. Each board’s allocation for the Demographic Allocation would be set out in the Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year regulation.

Literacy and Math Outside the School Day Allocation

The Literacy and Math Outside the School Day Allocation provides funding for additional supports to enhance the literacy and math skills of students at risk of not meeting the curriculum standards and the requirements of the Grade 10 literacy test. In 2016–17, per-pupil funding is $6,561 per ADE and this allocation is projected to be $17.1 million.

These programs may be provided during the summer and during the school year outside the regular school day for:

- a class or course in literacy and/or math for Grade 7 or 8 students for whom a remedial program in literacy and/or math has been recommended by the principal of the day school,
- a non-credit class in literacy and/or math for Grade 9 to 12 students for whom a Grade 9 or 10 remedial program in literacy and/or math has been recommended by the principal of the day school,
• a literacy and/or math class or course for adults who are parents or guardians of students in any grade for whom the principal of the day school has recommended a remedial course in literacy and/or math.

Summer Literacy and Math Programs

Per-pupil funding for literacy and math programs at $6,561 per ADE is available in the summer for at-risk students in Grade 7 to 12 and for parents of at-risk students.

Transportation for pupils enrolled in summer school literacy and math programs is provided as follows:

\[
\left( \frac{2016-17 \text{ Transportation Grant for the board}}{2016-17 \text{ ADE of pupils of the board}} \right) \times \left( \frac{\text{ADE of Grades 7 to 12 Literacy and math summer school programs}}{3} \right)
\]

Funding through the School Facility Operations and Renewal Grant is also provided for students in Grade 7 to 12 literacy and math summer school programs.

Student Success, Grade 7 to 12 Allocation

In 2016–17, $59.6 million is being provided for the Student Success, Grade 7 to 12 Allocation to assist students who may not otherwise achieve their educational goals. This funding is to be used to enhance preparation of students for passing the Grade 10 literacy test, and to increase opportunities for students to participate in successful school-to-work, school-to-apprenticeship, or school-to-college program pathways.

Funding for the Student Success, Grade 7 to 12 Allocation is allocated* as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Component</th>
<th>Amount</th>
<th>Description</th>
<th>School Board Share Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>Co-ordinator</td>
<td>21 percent ($12.5 million)</td>
<td>provides each school board with a dedicated leader to assist schools in developing programs to improve student success</td>
<td>$174,433 per board</td>
</tr>
</tbody>
</table>
| (B)  | Enrolment | 45 percent ($26.8 million) | based on enrolment in Grades 4 to 12 | \( \left( \frac{\text{Grade 4 to 8 ADE}}{12.36} \right) + \left( \frac{\text{Grade 9 to 12 ADE}}{30.98} \right) \)

* May not add due to rounding.
<table>
<thead>
<tr>
<th>Item</th>
<th>Component</th>
<th>Amount</th>
<th>Description</th>
<th>School Board Share Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(C)</td>
<td>Demographic</td>
<td>21 percent</td>
<td>(21 percent ($12.5 million)) based on the same socio-economic factors used in the Demographic Allocation of LOG*</td>
<td></td>
</tr>
<tr>
<td>(D)</td>
<td>Dispersion</td>
<td>9 percent</td>
<td>9 percent ($5.4 million) using the same factors that are used in the Remote and Rural Allocation, reflecting the phase-in of SBEM changes†</td>
<td>(Grade 4 to 8 ADE × 0.25) + (Grade 9 to 12 ADE × 0.64) × Dispersion Distance**</td>
</tr>
<tr>
<td>(E)</td>
<td>Transportation</td>
<td>3 percent</td>
<td>(3 percent ($1.8 million))</td>
<td></td>
</tr>
</tbody>
</table>

**To calculate total Component funding, follow these steps:  
Step 1. Calculate total Component funding using the table based on the new allocation method dispersion factor.  
Step 2. Calculate total Component funding using the table based on the 2014–15 allocation method dispersion factor.  
Step 3. Funding in 2016–17 reflects 2/3 of the amount calculated in step 1 plus 1/3 of the amount calculated in Step 2.  

This allocation may be used for release time and meeting costs as required for collaboration, inquiry, and job-embedded professional learning for:  
- Student Success teachers,  
- Student Success School and Cross Panel Teams,  
- System leaders,  
- Alternative education teachers,  
- Teachers of locally developed or applied courses,  
- Credit recovery, credit intervention, and dual credit teachers,  
- Subject-specific teams dedicated to Student Success initiatives,  

* Each board’s Student Success Demographic Factor would be set out in the Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year regulation.  
† Each board’s Student Success Dispersion Distance would be set out in the Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year regulation.
• Mathematics, literacy, and differentiated instruction facilitators and coaches (including provincial-level activities followed by board planning and implementation), and
• School- and classroom-based job-embedded learning teams using the professional learning cycle.

Resources (to a maximum of 10 percent of total funds) for Student Success programs or initiatives:

Leadership:
• Student Success leader’s salary and benefits,
• Student Success leader’s professional learning, and
• Student Success steering committee expenses.

Student activity support including expenditures for the following:
• Participation in Career Pathway activities,
• Participation in Skills Canada,
• Board or school-based Student Voice initiatives,
• Student recognition,
• Student transportation to Student Success/Learning to 18 (SS/L to 18) programs or activities, and
• Support beyond regular school hours.

Grade 7 and 8 Student Success and Literacy and Numeracy Teachers Allocation

The government is committed to ensuring that schools have the resources to provide every student – whether heading for post-secondary education, training, or the workplace – with the opportunity to succeed.

In 2016–17, funding for Grade 7 and 8 Student Success and literacy and numeracy teachers is projected to be $21.1 million.

\[
\text{Grade 7 & 8 Student Success and Literacy Teachers} = \$26.16 \times \text{ADE (Grade 4 to 8)} \times \left( \frac{\text{Average Elementary Qualifications and Experience Factor}}{} \right)
\]
School Effectiveness Framework Allocation

The School Effectiveness Framework supports elementary schools and boards in assessing school effectiveness so that plans for improvement can be put in place. In each school board, School Effectiveness Leads are responsible for the organization, administration, management, and implementation of the Framework.

School Effectiveness Framework funding is projected to be $18.3 million in 2016–17. Each board receives a base amount of $174,433 plus an additional $174,433, if the elementary ADE of the board is greater than 85,000, plus a per-pupil release time amount of $2.74, calculated using total elementary and secondary ADE.

Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation

Introduced in 2006–07 and until 2010–11 funded outside the GSN, the Ontario Focused Intervention Partnership (OFIP) Tutoring program supports boards in initiating and expanding before- and after-school, weekend, and summer tutoring programs. The OFIP Tutoring programs provide extra help to students who are not yet achieving the provincial standard in reading, writing, or mathematics.

Funding for OFIP Tutoring is projected to be $8.2 million in 2016–17. The funding is calculated using total elementary and secondary ADE and a per-pupil amount of $4.19.

Specialist High Skills Major (SHSM) Allocation

The Specialist High Skills Major (SHSM)* program allows students to customize their secondary school experience and build on their strengths and interests by focusing their learning on a specific economic sector.

The portion of SHSM funding flowing through the GSN is projected to be $18.7 million in 2016–17. The SHSM amounts are in the Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year regulation†.

* The following link provides information on the SHSM program.
† Additional funding will be provided to school boards through an Education Programs - Other (EPO) transfer payment.
The funding for SHSM programs is to be used to address implementation expenditures including:

- students’ certification and training programs,
- tracking students’ completion of the SHSM components,
- equipment purchases and consumable expenditures,
- promotion and marketing, and
- teacher professional development.

**Mental Health Leaders Allocation**

In 2014–15, the Ministry began providing funding through the GSN to support the salary and benefits costs of a Mental Health Leader position in each school board. In 2016–17, these positions, which were previously funded through EPO, will be funded at $121,160.55 per board. In addition, one Mental Health leader will be funded and shared by all four isolate boards. This funding will be enveloped to ensure that each board has at least one Mental Health Leader.

The Mental Health Leaders play a vital role in meeting the government’s commitment under the Mental Health and Addictions Strategy, *Open Minds, Healthy Minds*, to create a more integrated and responsive child and youth mental health and addictions system. The Mental Health Leaders work with school and board administrators, school staff, and community partners to fulfill the Strategy’s goals of:

- providing children, youth and families with fast access to high-quality services,
- identifying and intervening in child and youth mental health and addictions needs early, and
- closing critical service gaps for vulnerable children and youth.

Funding for the Mental Health Leaders Allocation is projected to be $8.7 million in 2016–17.

**Outdoor Education Allocation**

Beginning in 2016–17, the Ministry will be providing $17.0 million through the GSN to provide elementary and secondary students with learning experiences in the outdoors.
This funding was previously provided through an EPO grant. The funding will be part of the Student Achievement Envelope introduced in 2015–16.

The funding is based on a fixed amount of $5,000 per school board with the balance proportionally allocated based on a per-pupil allocation using average daily enrolment.

\[ \$5,000 \text{ per board} + (\$8.51 \times \text{ADE}) \]

**Library Staff Allocation**

Beginning in 2016–17, the Ministry will be providing approximately $10.0 million through the GSN to increase the number of teacher-librarians and/or library technicians available to support the learning of elementary school students. This funding was previously provided through an EPO grant.

The funding is based on fixed amounts of $50,000 per school board and $1,665 per elementary school within each board.

Funding for this program will be enveloped individually within LOG.

\[ \$50,000 \text{ per board} + (\$1,665 \text{ per elementary school}) \]

**School Authorities Amalgamation Adjustment**

The School Authorities Amalgamation Adjustment represents the difference between the projected 2009–10 School Authority Allocation and the projected post-amalgamation funding impact for the receiving district school board. A positive adjustment will be added to the board’s 2016–17 LOG allocation. Where the GSN provides greater funding than that generated by the School Authorities model, no adjustment to the board’s LOG allocation will be made.

In 2016–17, the School Authorities Amalgamation Adjustment is projected to be $0.6 million.
Safe and Accepting Schools Supplement

The Safe and Accepting Schools Supplement supports the Government’s commitment to schools that are safe and have positive school climates that support learning and well-being and targets funding for selected secondary schools in priority urban neighbourhoods.

The Safe and Accepting Schools Supplement comprises:

- Safe and Accepting Schools Allocation – $37.2 million, and
- Urban and Priority High Schools Allocation – $10 million.

The total Safe and Accepting Schools Supplement is projected to be $47.2 million in 2016–17.

Safe and Accepting Schools Allocation

The Safe and Accepting Schools Allocation is made up of the Professional Staff Support Component and the Prevention and Program Support Component. The allocation is based on enrolment, geographic factors, and social and economic indicators, with all boards receiving a minimum allocation of $28,190 for professional support and $56,379 for programs and support for suspended and expelled students.

These components are impacted by changes to the Remote and Rural Dispersion Factor as a result of the continued phase-in of SBEM.

Information provided by boards and 2006 Census data was used to construct the weighted per-pupil amounts.

The following socio-economic factors are used in both the Professional Staff Support and the Prevention and Program Support Components:

- the percentage of school aged children in households whose income is below the Low Income Cut-Off (LICO) point,
- the percentage of adult population having less than a high school diploma or equivalent,
- the percentage of children in a household led by a single parent,
- the percentage of the student-aged population who are of Aboriginal ancestry, and
the percentage of school-aged children who immigrated to Canada between 2001 and 2006.

**Professional Staff Support Component**

The Professional Staff Support Component is projected to be $11.7 million in 2016–17. This funding supports non-teaching staff such as social workers, child and youth workers, psychologists, and attendance counsellors. The activity of such para-professional staff is critical to preventing and mitigating at-risk factors for a significant number of students.

The following table describes how the Professional Staff Support Component is calculated:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Enrolment</td>
<td>Total ADE × $3.6</td>
</tr>
<tr>
<td>B</td>
<td>Dispersion*</td>
<td>(Grade 4 to 8 Enrolment × 0.088654) + (Grades 9 to 12 Enrolment × 0.236415)</td>
</tr>
<tr>
<td>C</td>
<td>Demographic†</td>
<td>Total ADE × (Weighted Demographic per pupil)</td>
</tr>
<tr>
<td>D</td>
<td>Total Component</td>
<td>max [$28,190, (A) + (B) + (C)]</td>
</tr>
</tbody>
</table>

**To calculate total Component funding, follow these steps:**

1. Calculate total Component funding using the table based on the new allocation method dispersion factor.
2. Calculate total Component funding using the table based on the 2014–15 allocation method dispersion factor.
3. Funding in 2016–17 reflects 2/3 of the amount calculated in step 1 plus 1/3 of the amount calculated in step 2.


† Each board’s allocation for the Weighted Per-Pupil amount for Professional Staff Support Component would be set out in the Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year regulation.
Prevention and Program Support Component

The Prevention and Program Support Component is projected to be $25.5 million in 2016–17.

In addition to supporting programs for expelled students and students serving long-term suspensions, this funding can be used to support prevention and intervention activities. These activities could include offering students who have engaged in inappropriate behaviour or are at risk of suspension or expulsion places in the program.

The following table describes how the Prevention and Program Support Component is calculated:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Enrolment</td>
<td>Total ADE × $8.09</td>
</tr>
<tr>
<td>B</td>
<td>Dispersion*</td>
<td>(\left(\frac{\text{Grade 4 to 8 Enrolment} \times 0.194073}{\text{Grade 9 to 12 Enrolment} \times 0.517531}\right) \times \text{Remote and Rural Dispersion Factor} **)</td>
</tr>
<tr>
<td>C</td>
<td>Demographic†</td>
<td>Total ADE \times \left(\frac{\text{Weighted Demographic per pupil}}{\text{Total ADE}}\right)</td>
</tr>
<tr>
<td>D</td>
<td>Total Component</td>
<td>(\text{max} \left[$56,379, (A) + (B) + (C)\right])</td>
</tr>
</tbody>
</table>

**To calculate total Component funding, follow these steps:

Step 1. Calculate total Component funding using the table based on the new allocation method dispersion factor.

Step 2. Calculate total Component funding using the table based on the 2014–15 allocation method dispersion factor.

Step 3. Funding in 2016–17 reflects 2/3 of the amount calculated in step 1 plus 1/3 of the amount calculated in step 2.


† Each board’s allocation for the weighted per-pupil amount for the Prevention and Program Component would be set out in the Grants for Student Needs – Legislative Grants for the 2016–2017 School Board Fiscal Year regulation.
Urban and Priority High Schools Allocation

The Ministry recognizes that students in disadvantaged neighbourhoods may need more support than others. Ontario provides $10 million to 34 selected high schools in urban areas that face challenges such as students experiencing poverty, conflict with the law, academic achievement issues, and lack of access to community resources.

Schools work with community partners to develop annual action plans to create supportive conditions necessary for learning, including social, emotional and academic supports, a safe environment, and opportunities aimed at increasing engagement, student well-being and academic achievement.

The initiative recognizes that it is a responsibility shared by the school and the community to ensure that all students have the opportunities and support that they need to develop to their full potential.

Continuing Education and Other Programs Grant

The Continuing Education and Other Programs Grant supports adult and high-credit day-school programs and continuing education programs, including adult Native language, adult credit for diploma, correspondence/self-study/e-Learning programs, secondary crossover or transfer courses, summer school courses, elementary and secondary reach-ahead courses, elementary international language courses, and Prior Learning Assessment and Recognition for mature students.

The Continuing Education and Other Programs Grant consists of:

- Adult Day School – $39.0 million,
- High-credit Day School – $7.5 million,
- Summer School – $32.4 million,
- Continuing Education – $58.2 million,
- Prior Learning Assessment and Recognition (PLAR) – $1.7 million, and
- International Languages, Elementary (ILE) – $26.6 million.

In 2016–17, the Continuing Education and Other Programs Grant is projected to be $165.5 million.

Funding is $3,368 per ADE for Adult Day and High-Credit Secondary Day School, Summer School students, and Continuing Education students (excluding students for whom fees are chargeable under the tuition fees regulation), and $54.91 per classroom hour for international languages programs.

Funding through the School Facility Operations and Renewal Grant is provided for day-school students aged 21 and over, high-credit secondary day-school ADE, and for students enrolled in summer school programs and in continuing education credit courses offered during the day.

Secondary School Transfer Courses

Funding is provided through Continuing Education and Summer School programs for courses that allow secondary students to move between the applied and academic streams, and to allow partial credits as permitted by Ontario secondary school curriculum policy documents.
Summer School and After-School Credit Courses

This grant supports credit courses for elementary reach-ahead students and credit courses for secondary school students in the summer or outside the school day, for example, in the evenings.

Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) for mature students is a formal evaluation and accreditation process carried out under the direction of a school principal through which the principal may grant secondary school credits to mature students. PLAR assessment services that are funded include:

- $121 for an individual student assessment for Grade 9 and 10 credits (maximum of one such assessment per mature student in any one school year),
- $121 for an individual student equivalency assessment for Grade 11 and 12 credits (maximum of one such assessment per mature student in any one school year), and
- $364 for each completed challenge assessment for a Grade 11 or 12 full credit course, whether successful or unsuccessful.

School boards are funded based on their reporting of these assessment activities.

International Languages Programs, Elementary

Funding is also provided for international languages programs for elementary students (ILE). Funding for approved classes for international languages instruction in a language other than English or French is based on a rate of $54.91 per classroom hour when a board’s average class size for the program is 23 or more. Where the average size of an international languages class is less than 23, the rate of $54.91 per classroom hour is reduced by $1 for every pupil less than 23.
Cost Adjustment and Teacher Qualifications and Experience Grant

Funding through the Cost Adjustment and Teacher Qualifications and Experience Grant is provided through five allocations:

- Cost Adjustment Allocation – $56.6 million,
- Teacher Qualifications and Experience Allocation – $1.78 billion,
- Early Childhood Educator Qualifications and Experience Allocation – $129.6 million,
- New Teacher Induction Program Allocation (NTIP) – $13.7 million, and
- Earned Leave Plan (ELP) – Projected savings of $4.6 million.

The total Cost Adjustment and Teacher Qualifications and Experience Grant is projected to be $1.97 billion in 2016–17.

Cost Adjustment Allocation

The base Cost Adjustment Allocation for education workers has been frozen at 2011–12 levels. The Cost Adjustment Allocation also includes $3 million in funding for expanded eligibility for sick leave and $24.5 million in funding for expanded benefits for maternity leave.

$10 million of this allocation will be recovered from boards. This recovery is based on the non-unionized staff reported by school boards in 2008–09 Revised Estimates, as requested in the memorandum 2008: SB26 – 2008–09 Revised Estimates. Principals and vice-principals are not included in the calculation of non-bargaining staff, since principals and vice-principals tend to participate in labour discussions. Each board’s funding under the Cost Adjustment Allocation would be set out in the Grants for Student Needs – Legislative Grants for the 2016–2017 School Board Fiscal Year regulation.
Teacher Qualifications and Experience Allocation

The Teacher Qualifications and Experience Allocation (Q&E) provides funding to boards with teachers who, because of their qualifications and experience, have average salaries above the benchmark level used in the Pupil Foundation Grant.

The Teacher Qualifications and Experience Allocation is projected to be $1.78 billion in 2016–17.

The Elementary Teacher Qualifications and Experience Allocation is the sum of the following three calculations:

\[
\left\{ \frac{\text{Sum of} \left( \text{Elementary teachers on board regular grid} \times \text{Instructional Salary Matrix} \right)}{\text{Sum of Number of Elementary Teachers on Board regular grid distribution}} - 1 \right\} \times \left( \text{JK/SK Q and E benchmark} \right) \times \text{JK/SK ADE}
\]

\[
\left\{ \frac{\text{Sum of} \left( \text{Elementary teachers on board regular grid} \times \text{Instructional Salary Matrix} \right)}{\text{Sum of Number of Elementary Teachers on Board regular grid distribution}} - 1 \right\} \times \left( \text{Grade 1 to 3 Q & E benchmark} \right) \times \text{Grade 1 to 3 ADE}
\]

\[
\left\{ \frac{\text{Sum of} \left( \text{Elementary teachers on board regular grid} \times \text{Instructional Salary Matrix} \right)}{\text{Sum of Number of Elementary Teachers on Board regular grid distribution}} - 1 \right\} \times \left( \text{Grade 4 to 8 Q & E benchmark} \right) \times \text{Grade 4 to 8 ADE}
\]

The Secondary Teacher Qualifications and Experience Allocation is calculated as follows:

\[
\left\{ \frac{\text{Sum of} \left( \text{Secondary teachers on board regular grid} \times \text{Instructional Salary Matrix} \right)}{\text{Sum of Number of Secondary Teachers on Board regular grid distribution}} - 1 \right\} \times \left( \text{Secondary Q & E benchmark} \right) \times \text{Secondary ADE}
\]
### Instructional Salary Matrix

<table>
<thead>
<tr>
<th>Qualifications &amp; Experience</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0.5825</td>
<td>0.5825</td>
<td>0.5825</td>
<td>0.6178</td>
<td>0.6478</td>
<td>0.7034</td>
<td>0.7427</td>
</tr>
<tr>
<td>1</td>
<td>0.6185</td>
<td>0.6185</td>
<td>0.6185</td>
<td>0.6557</td>
<td>0.6882</td>
<td>0.7487</td>
<td>0.7898</td>
</tr>
<tr>
<td>2</td>
<td>0.6562</td>
<td>0.6562</td>
<td>0.6562</td>
<td>0.6958</td>
<td>0.7308</td>
<td>0.7960</td>
<td>0.8397</td>
</tr>
<tr>
<td>3</td>
<td>0.6941</td>
<td>0.6941</td>
<td>0.6941</td>
<td>0.7359</td>
<td>0.7729</td>
<td>0.8433</td>
<td>0.8897</td>
</tr>
<tr>
<td>4</td>
<td>0.7335</td>
<td>0.7335</td>
<td>0.7335</td>
<td>0.7772</td>
<td>0.8165</td>
<td>0.8916</td>
<td>0.9418</td>
</tr>
<tr>
<td>5</td>
<td>0.7725</td>
<td>0.7725</td>
<td>0.7725</td>
<td>0.8185</td>
<td>0.8600</td>
<td>0.9398</td>
<td>0.9932</td>
</tr>
<tr>
<td>6</td>
<td>0.8104</td>
<td>0.8104</td>
<td>0.8104</td>
<td>0.8599</td>
<td>0.9035</td>
<td>0.9881</td>
<td>1.0453</td>
</tr>
<tr>
<td>7</td>
<td>0.8502</td>
<td>0.8502</td>
<td>0.8502</td>
<td>0.9013</td>
<td>0.9475</td>
<td>1.0367</td>
<td>1.0973</td>
</tr>
<tr>
<td>8</td>
<td>0.8908</td>
<td>0.8908</td>
<td>0.8908</td>
<td>0.9435</td>
<td>0.9919</td>
<td>1.0856</td>
<td>1.1500</td>
</tr>
<tr>
<td>9</td>
<td>0.9315</td>
<td>0.9315</td>
<td>0.9315</td>
<td>0.9856</td>
<td>1.0356</td>
<td>1.1344</td>
<td>1.2025</td>
</tr>
<tr>
<td>10 or more</td>
<td>1.0187</td>
<td>1.0187</td>
<td>1.0187</td>
<td>1.0438</td>
<td>1.0999</td>
<td>1.2166</td>
<td>1.2982</td>
</tr>
</tbody>
</table>

In 2016–17, the salary benchmark for teachers is being increased as part of the three-year central labour agreements. The matrix therefore reflects a benchmark of $73,790 for a teacher's salary. The teacher distribution as of October 31, 2016, is used for the calculation of this allocation.

Multiplying the instructional salary matrix by the salary benchmark in the Pupil Foundation Grant of $73,790 gives the provincially funded salary as shown below:

<table>
<thead>
<tr>
<th>Qualifications &amp; Experience</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>$42,983</td>
<td>$42,983</td>
<td>$42,983</td>
<td>$45,587</td>
<td>$47,801</td>
<td>$51,904</td>
<td>$54,804</td>
</tr>
<tr>
<td>1</td>
<td>$45,639</td>
<td>$45,639</td>
<td>$45,639</td>
<td>$48,384</td>
<td>$50,782</td>
<td>$55,247</td>
<td>$58,279</td>
</tr>
<tr>
<td>2</td>
<td>$48,421</td>
<td>$48,421</td>
<td>$48,421</td>
<td>$51,343</td>
<td>$53,926</td>
<td>$58,737</td>
<td>$61,961</td>
</tr>
<tr>
<td>3</td>
<td>$51,218</td>
<td>$51,218</td>
<td>$51,218</td>
<td>$54,302</td>
<td>$57,032</td>
<td>$62,227</td>
<td>$65,651</td>
</tr>
<tr>
<td>4</td>
<td>$54,125</td>
<td>$54,125</td>
<td>$54,125</td>
<td>$57,350</td>
<td>$60,250</td>
<td>$65,791</td>
<td>$69,495</td>
</tr>
<tr>
<td>5</td>
<td>$57,003</td>
<td>$57,003</td>
<td>$57,003</td>
<td>$60,397</td>
<td>$63,459</td>
<td>$69,348</td>
<td>$73,288</td>
</tr>
<tr>
<td>6</td>
<td>$59,799</td>
<td>$59,799</td>
<td>$59,799</td>
<td>$63,452</td>
<td>$66,669</td>
<td>$72,912</td>
<td>$77,133</td>
</tr>
<tr>
<td>7</td>
<td>$62,736</td>
<td>$62,736</td>
<td>$62,736</td>
<td>$66,507</td>
<td>$69,916</td>
<td>$76,498</td>
<td>$80,970</td>
</tr>
<tr>
<td>8</td>
<td>$65,732</td>
<td>$65,732</td>
<td>$65,732</td>
<td>$69,621</td>
<td>$73,192</td>
<td>$80,106</td>
<td>$84,859</td>
</tr>
<tr>
<td>9</td>
<td>$68,735</td>
<td>$68,735</td>
<td>$68,735</td>
<td>$72,727</td>
<td>$76,417</td>
<td>$83,707</td>
<td>$88,732</td>
</tr>
<tr>
<td>10 or more</td>
<td>$75,170</td>
<td>$75,170</td>
<td>$75,170</td>
<td>$77,022</td>
<td>$81,162</td>
<td>$89,773</td>
<td>$95,794</td>
</tr>
</tbody>
</table>

Note 1: These figures do not include benefits.
Note 2: Pension plan contributions for teachers and eligible members of OTPP are matched by the Government and are not included in the benchmark salaries and benefits.
Early Childhood Educator Qualifications and Experience Allocation

The Early Childhood Educator Qualifications and Experience Allocation provides funding for educators, which refers to persons employed by a board to fill a position in Junior Kindergarten or Senior Kindergarten that is designated by the board as requiring an early childhood educator (ECE).

The ECE Qualifications and Experience Allocation is projected to be $129.6 million in 2016–17.

The average ECE Qualifications and Experience Factor is calculated as follows:

\[
\left(\frac{\text{Number of Category B Educators on the Board's Grid with Movement} \times 0.9517 + \text{Sum of Number of Category A Educators on the Board's Grid with Movement} \times \text{Educator Salary Matrix}}{\text{Number of Educators on the Board's Grid}}\right)^{-1}
\]

Educators for the purposes of this allocation are divided into two qualification categories:

Category A: Those who are a member of the College of Early Childhood Educators.

Category B: Those who are not a member of the College of Early Childhood Educators.

**Educator Salary Matrix**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Factor for Category A Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1.0313</td>
</tr>
<tr>
<td>1</td>
<td>1.1104</td>
</tr>
<tr>
<td>2</td>
<td>1.1899</td>
</tr>
<tr>
<td>3</td>
<td>1.2690</td>
</tr>
<tr>
<td>4 or more</td>
<td>1.3486</td>
</tr>
</tbody>
</table>
In 2016–17, the salary benchmark for educators is being increased as part of the three-year central labour agreements. The matrix therefore reflects a benchmark of $30,380 for an educator’s salary. The educator distribution as of October 31, 2016, is used for the calculation of this allocation.

The Early Childhood Educator Qualifications and Experience Allocation is calculated as follows:

\[
\text{Average ECE Qualifications and Experience Factor} \times \text{ECE benchmark ($1,683.28)} \times \text{JK/SK ADE}
\]

**New Teacher Induction Program (NTIP) Allocation**

The NTIP Allocation is designed to support the growth and professional development of new teachers in the system. The program provides a full year of professional support to help new teachers develop the requisite skills and knowledge to be effective as teachers in Ontario.

NTIP consists of:

- orientation for all new teachers to the school and school board,
- mentoring for new teachers by experienced teachers, and
- professional development and training in such areas as literacy and numeracy strategies, student success, safe schools, classroom management, effective parent communication skills, and instructional strategies that address the learning and culture of students with special needs and other diverse learners.

In 2016–17, the total NTIP Allocation is projected to be $13.7 million.

In 2016–17, school boards will receive funding for the NTIP Allocation that is the lesser of:

1. $50,000 per board plus $1,538.63 multiplied by the number of teachers on Rows 0, 1, and 2 of a board’s Teacher Qualifications and Experience Grid with movement in 2015–16,

OR


Boards are expected to use NTIP funding for eligible NTIP expenditures and are required to meet NTIP requirements according to legislation and the *New Teachers Induction Program: Induction Elements Manual*. Boards are also required to participate in any NTIP-related support and evaluation activities. In addition, boards are expected
to continue to submit an NTIP plan and final report (including a detailed accounting statement) to the Teaching Policy and Standards Branch via the Ministry’s Regional Offices°.

- Boards may use their NTIP funding to offer support to second-year teachers. This expansion assists those teachers who need more than one year of support to gain proficiency in their role. Please note that not all second-year teachers may want, or need, another year of support.

- Boards are to include their beginning long-term occasional (LTO) teachers in the induction elements of NTIP. For the purposes of NTIP, a beginning LTO teacher is defined as a certified occasional teacher who is in his or her first long-term assignment of 97 or more consecutive school days as a substitute for the same teacher.

- Boards are encouraged to include their beginning full-time continuing education teachers in the support elements of NTIP. A beginning full-time continuing education teacher is defined as a certified teacher who is teaching 2 secondary credit courses per quad x 4 quads per year in a given school year in an adult day school.

**Earned Leave Plan**

The Ministry has projected the savings from the Earned Leave plans, which apply to teachers represented by the Ontario English Catholic Teachers’ Association (OECTA) and l’Association des enseignantes et des enseignants franco-ontariens (AEFO). This projection is based on the assumption that absenteeism will be reduced by one day for each teacher, with half the savings accruing to boards. The projected residual savings of one-half day will be deducted from each board’s GSN allocations (the deductions will be shown as a table amount in the GSN regulation). If, at the end of the 2015–16 school year, a school board’s savings are less than the table amount, the Ministry will reimburse that board for the difference. Further details on how the reimbursements will be operationalized will be forthcoming.

° Further information on NTIP can be found on the Ministry of Education website.
Student Transportation Grant

This grant provides school boards with funding to transport students to and from home and school, including transporting students with special needs. The Student Transportation Grant is made up of four allocations:

- Enrolment Adjustment Allocation,
- Cost Update Adjustment Allocation,
- Fuel Escalator and De-escalator Allocation, and
- Funding for Transportation to Provincial or Demonstration Schools Allocation.

The total Student Transportation Grant is projected to be $896.6 million in 2016–17.

Enrolment Adjustment Allocation

For school boards with increasing enrolment, the adjustment is calculated as follows:

\[
\text{Enrolment Adjustment} = \frac{\text{2015-16 Allocation for Transportation less Expenditures for 2015-16 for Transportation to Provincial Schools}}{\text{2016-17 Day School ADE}} \times \frac{\text{2016-17 Day School ADE}}{\text{2015-16 Day School ADE}}
\]

School boards with declining enrolment will not see any negative adjustment to their transportation funding in 2016–17.

Cost Update Adjustment Allocation

This allocation recognizes a cost increase of 2 percent for providing transportation services. Boards with a transportation deficit in the 2015–16 school year will receive the cost update adjustment.
Boards with a transportation surplus in the 2015–16 school year, and a cost update adjustment that is more than their surplus, will receive the difference between their surplus and the cost update adjustment.

Boards with a transportation surplus in the 2015–16 school year, and a cost update adjustment that is less than their surplus, will not receive a cost update adjustment.

Using the 2015–16 Financial Statements, the transportation surplus or deficit for this allocation is calculated by adding:

- the total transportation allocation for a board, which combines the Student Transportation Grant and the transportation portion from the Learning Opportunities Grant, and
- all expenditures categorized as a transportation expenditure in the Ministry's Uniform Code of Accounts.

For boards receiving the Cost Update Adjustment Allocation, 12 percent of this update will be retained and will be provided through the fuel escalation portion of the Fuel Escalator and De-escalator Component, if it applies.

\[
\text{Cost Update Adjustment} = \begin{bmatrix} \text{2015-16 Allocation for Transportation less} \\ \text{Expenditures for 2015-16} \\ \text{for Transportation to Provincial Schools} \end{bmatrix} \times [0.02]
\]

**Fuel Escalator and De-escalator Allocation**

For 2016–17, the Ministry will recognize the fuel price at $0.918 per litre for southern school boards and $0.938 per litre for northern school boards. This will be referred to as the "pegged price." For the purposes of establishing the adjusted pegged price, a 2 percent efficiency assumption is applied to the pegged price to take into account the ability of operators to purchase fuel in bulk or at discounted prices. Therefore, the adjusted pegged prices used for the purposes of this calculation are $0.936 per litre for southern school boards and $0.957 for northern school boards.

The GSN will establish a corridor of 3 percent above and below the adjusted pegged price. If fuel prices, as posted on the Ministry of Energy website and net of the Harmonized Sales Tax (HST), are above or below this corridor in any month within the fiscal year from September to June, a funding adjustment will apply. Monthly fluctuations in fuel prices within the corridor will not trigger any adjustments. The net total of the monthly funding adjustments will be applied to a board’s transportation...
allocation following the submission of Boards’ Financial Statements in December 2017. Boards should note that this adjustment could be positive or negative.

For each month from September to June in the fiscal year, the fuel price difference is calculated using the following formula:

\[
\frac{A(1+B)-C}{C}
\]

Where:

\(A\) = the monthly average southern or northern Ontario diesel benchmark rate for the month as posted on the Ministry of Energy website,

\(B\) = the current HST rate, and

\(C\) = $0.936 for a southern board or $0.957 for a northern board.

If, for any month from September to June, the fuel price difference is above 3 percent of the adjusted, pegged stated fuel price, the calculation for the monthly adjustment will be as follows:

\[(D-0.03) \times E \times 0.01\]

Where:

\(D\) = is the fuel price difference,

\(E\) = is the 2015–16 allocation for transportation less expenditures in 2015–16 for Provincial School transportation.

If, for any month from September to June, the fuel price difference is 3 percent below that of the adjusted, pegged fuel price, the calculation for the monthly adjustment will be as follows:

\[(D-0.03) \times E \times 0.01\]

Where:

\(D\) = is the fuel price difference,

\(E\) = is the 2015–16 allocation for transportation less expenditures in 2015–16 for Provincial School transportation.
Funding for Transportation to Provincial or Demonstration Schools

The Consortium de transport scolaire d'Ottawa, on behalf of Conseil des écoles catholiques de langue française du Centre-Est, is coordinating transportation for all French-language students attending Centre Jules-Léger. Transportation funding to cover expenditures will flow directly to the board. Costs will continue to be reimbursed based on expenditures reported by the board, as approved by the Ministry.

Transportation for residential students at English-language Provincial and Demonstration Schools will be delivered by the Provincial Schools Branch.

School boards that transport students attending residential programs at English-language Provincial and Demonstration Schools on a weekly basis, in cooperation with the Provincial Schools Branch, may report these expenses through financial reports and receive direct reimbursement with expenditure approval.

Funding for daily Provincial and Demonstration Schools transportation is reimbursed based on expenditures reported by the board, as approved by the Ministry.

Funding for Summer School Transportation

Additional funding for transportation is included under the Literacy and Math Outside the School Day Allocation and the Student Success, Grades 7 to 12 Allocation of LOG. Please refer to LOG for details (page 64).
Declining Enrolment Adjustment

The Declining Enrolment Adjustment (DEA) recognizes that it takes time for boards to adjust their cost structures to reflect declines in enrolment.

Much of a school board’s revenue is determined by enrolment. As enrolment goes down, so does revenue, because with fewer students, fewer teachers and other supports are needed.

Board costs, however, do not decline in a way that is strictly proportional to declining enrolment. Some costs can be adjusted easily. For example, the cost of classroom teachers can be reduced by changing the arrangement of classes. But other costs cannot be adjusted as simply or as quickly.

The DEA is made up of two components:

- first year component – $22.2 million, and
- second year component – $8.9 million.

In 2016–17, the DEA is projected to be $31.1 million.

Determining the 2016–17 First Year Component

For a school board where the 2016–17 ADE is lower than the 2015–16 ADE, the “first year component” of the DEA is based on the difference between the revenue calculated under the current year’s enrolment and the projected revenue if there had been no change in enrolment from the previous year.

The “first year component” is equal to

\[
\max [0, A - B]
\]

where,
A is the sum of the following weighting factors and grants based on 2015–16 ADE:

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13%</td>
<td>Pupil Foundation Grant</td>
</tr>
<tr>
<td>100%</td>
<td>Special Education Per-Pupil Amount (SEPPA) Allocation of the Special Education Grant</td>
</tr>
<tr>
<td>100%</td>
<td>French as a First Language (FFL) Allocation of the Language Grant</td>
</tr>
<tr>
<td>50%</td>
<td>Remote and Rural Allocation of the Geographic Circumstances Grant (reflecting phase-in of SBEM changes)</td>
</tr>
<tr>
<td>50%</td>
<td>Per-pupil components of the Directors and Supervisory Officers and the Board Administration Allocations of the School Board Administration and Governance Grant (refers to the calculation prior to the phase-in of the new funding model for the School Board Administration and Governance Grant).</td>
</tr>
<tr>
<td>100%</td>
<td>School Operations Allocation of the School Facility Operations and Renewal Grant (reflecting phase-in of SBEM changes)</td>
</tr>
</tbody>
</table>

NOTES: For FFL, start-up funding for new elementary schools is excluded. For School Operations, funding for licensing and approved asset management software, funding for capital lease amount on School Authority Amalgamation and funding for Community Use of Schools are excluded.
B is the sum of the following weighting factors based on 2016–17 ADE:

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13% x</td>
<td>Pupil Foundation Grant</td>
</tr>
<tr>
<td>100% x</td>
<td>Special Education Per-Pupil Amount (SEPPA) Allocation of the Special Education Grant</td>
</tr>
<tr>
<td>100% x</td>
<td>French as a First Language (FFL) Allocation of the Language Grant</td>
</tr>
<tr>
<td>50% x</td>
<td>Remote and Rural Allocation of the Geographic Circumstances Grant (reflecting phase-in of SBEM changes)</td>
</tr>
<tr>
<td>50% x</td>
<td>Per-pupil components of the Directors and Supervisory Officers and the Board Administration Allocations of the School Board Administration and Governance Grant (Refers to the calculation prior to the phase-in of the new funding model for the School Board Administration and Governance Grant).</td>
</tr>
<tr>
<td>100% x</td>
<td>School Operations Allocation of the School Facility Operations and Renewal Grant (reflecting phase-in of SBEM changes)</td>
</tr>
</tbody>
</table>

NOTES: For FFL, start-up funding for new elementary schools is excluded. For School Operations, funding for licensing and approved asset management software, funding for capital lease amount on School Authority Amalgamation and funding for Community Use of Schools are excluded.

**Determining the 2016–17 Second Year Component**

The calculation of the second year component for the 2016–17 school year is equal to 25 percent of a school board’s 2015–16 First Year Component.
The School Board Administration and Governance Grant provides funding for administration and governance costs such as operating board offices and central facilities, board-based staff and expenditures, including supervisory officers and their secretarial support.

Funding is provided through the following allocations:

- Trustees Allocation – $14.6 million,
- Reporting Entity Project Allocation – $6.1 million,
- Parent Engagement Funding Allocation – $3.0 million,
- Internal Audit Allocation – $5.2 million, and
- Board Administration Allocation (which is a combination of three old allocations that are being phased out and replaced with 10 core functions) – $542.4 million.

- The Board Administration Allocation also provides funding to support:
  - Employer Bargaining Agent Fees – $4.6 million,
  - Capital Planning Capacity – $7.7 million, and
  - New in 2016–17, two former EPO programs, Technology Enabled Learning and Teaching Contacts (TELT) – $7.6 million, and Managing Information for Student Achievement (MISA) Local Capacity – $3.2 million.

The total School Board Administration and Governance Grant is projected to be $594.3 million in 2016–17.

**New in 2016-17**

**Continued Phase-in of New Allocation Model**

In 2014–15, the Ministry of Education began phasing in a new allocation model for the School Board Administration and Governance Grant, as recommended by the School Board Administration and Governance Advisory Group (BAAG). 2016–17 is the third year of the four-year phase-in, which, while fiscally neutral provincially, will have some redistributive impacts on school boards. The new model will be fully implemented in 2017-18.

Under the new model, three of the Grant’s allocations – the Directors and Supervisory Officers Allocation, the Board Administration Allocation, and the Multiple Municipalities Allocation – will become a single Board Administration Allocation made up of ten core functions. The remaining allocations are unaffected.
In 2016–17, 25 percent of the funding to boards is generated using the 2013–14 allocation model, while the remaining 75 percent is allocated using the new allocation model.

As noted below, some allocations are affected by the phase-in of SBEM.

**Transfer of EPO Programs**

In 2016–17, two EPO programs will be transferred into this Grant.

- $7.6 million in funding for Technology Enabled Learning and Teaching Contacts (TELT).
- $3.2 million in funding for Managing Information for Student Achievement (MISA) Local Capacity.

**Salary Benchmark Adjustments**

In 2016–17, the compensation benchmark for School Board Administration staff (salary and benefits) will be increased for all non-union school board employees with the exception of the benchmarks relating to directors.

Designated executives will continue to be covered under the *Broader Public Sector Accountability Act, 2010 (BPSAA)* This Act defines designated executives to which the restraint measures would apply and includes Directors of Education, Superintendents and any person holding any other executive position within a school board regardless of title (e.g. supervisory officers). For designated executives who earn $100,000 or more annually, all aspects of compensation plans are frozen and base salaries cannot be increased during the restraint period.
Allocations Not Affected by the New Model

Trustees Allocation

The Trustees Allocation is projected to be $14.6 million in 2016–17.

Trustee Honoraria

Ontario Regulation 357/06, *Honoraria for Board Members*, provides a formula which establishes the maximum honorarium that a board member may receive. The Trustees Allocation, which is based on the number of trustees, supports trustee honoraria, expenses, meeting costs, and professional development (for example, conferences).

Under the funding approach prior to 2006, the funding was calculated as follows:

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000</td>
<td>per trustee (including chair) for a trustee honorarium</td>
</tr>
<tr>
<td>$5,000</td>
<td>per trustee (including chair) for travel and expense allowance, professional development, and other costs</td>
</tr>
<tr>
<td>$10,000</td>
<td>per board as additional honoraria for the chair and vice-chair</td>
</tr>
</tbody>
</table>

In 2006, the Ministry amended the formula. Under the new formula for calculating trustee remuneration, the honoraria and expense costs are calculated as follows:

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>base amount ($5,900) + attendance amount ($1,200) that assumes attendance at two committees of the board per month, which are required under the <em>Education Act</em></td>
<td>per trustee (including chair and vice-chair) for trustee honoraria and attendance amount</td>
</tr>
<tr>
<td>amount ($5,000) for chair + amount of ($2,500) for vice-chair</td>
<td>per board as additional honoraria for the chair and vice-chair</td>
</tr>
<tr>
<td>distance amount ($1,800) for boards with a jurisdiction greater than 9,000 square kilometres (as listed in Ontario Regulation 412/00, <em>Elections To and Representation On District School Boards</em>) or boards with a dispersal factor greater than 25 as set out in Table 5 of Ontario Regulation 412/00. Funding assumes travel to two committees of the board per month, required under the <em>Education Act</em>, as well as travel to one board meeting per month.</td>
<td>per trustee (including chair and vice-chair) for distance amount</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>enrolment amount ($1.75 \times ADE \div \text{the number of trustees excluding First Nation and student trustees; native trustees receive amount equivalent to the enrolment amount received by the non-native trustees})</td>
<td>per trustee (including chair) for trustee honoraria</td>
</tr>
<tr>
<td>enrolment amount ($0.05 \times ADE, \text{with a minimum amount of $500 and a maximum amount of $5,000})</td>
<td>per board as additional honorarium for the chair</td>
</tr>
<tr>
<td>enrolment amount ($0.025 \times ADE, \text{with a minimum amount of $250 and a maximum amount of $2,500})</td>
<td>per board as additional honorarium for the vice-chair</td>
</tr>
<tr>
<td>$5,000</td>
<td>per trustee (including chair and vice-chair) for travel and expense allowance, professional development, and other costs</td>
</tr>
</tbody>
</table>

The Ministry funds the full trustee honorarium calculated under the old method, plus 50 percent of the incremental cost between the new and old methods of calculating trustee honoraria. Boards provide for any additional costs.

**Student Trustee Honoraria**

Ontario Regulation 7/07, *Student Trustees*, supplements the rights and responsibilities given to student trustees under the *Education Act*. The regulation requires district school boards to have at least one, and not more than three, student trustees. Boards pay an honorarium of $2,500 to each student trustee and provide student trustees with the same access to compensation as the other trustees.

To assist boards, the Ministry provides the following through the School Board Administration and Governance Grant:

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,500</td>
<td>per student trustee for trustee honorarium, based on the actual number of student trustees per board</td>
</tr>
<tr>
<td>$5,000</td>
<td>per student trustee for travel and expense allowance, professional development, and other costs</td>
</tr>
</tbody>
</table>

This approach is consistent with current provisions for other trustees where the Ministry funds 50 percent of the incremental cost of trustee honoraria.

**Reporting Entity Project Allocation**

Funding for the Reporting Entity Project (REP) supports school boards with the costs of preparing and reporting financial information to the Province for the public account consolidation purpose.
Since 2005–06, the Ministry of Education has been working with school boards to ensure that all financial information required for consolidation purposes is accurately collected, prepared, and reported. This has resulted in the following reporting requirements for boards including:

- a March reporting cycle corresponding with the Government fiscal year end,
- a specified audit procedure that ensures the accuracy of the financial information reported,
- the requirement for boards to track and report investments in major tangible capital assets (land and buildings) to the Province, and
- the implementation of the Government transfers accounting standards.

For 2016–17, funding for REP is projected to be $6.1 million.

<table>
<thead>
<tr>
<th>Reporting Entity Project</th>
<th>2016–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base amount per board</td>
<td>$54,120</td>
</tr>
<tr>
<td>Per-pupil amount</td>
<td>$1.13</td>
</tr>
</tbody>
</table>

**Parent Engagement Funding Allocation**

The Province provides Parent Engagement funding to support school boards in the implementation of a wide range of policies, programs, strategies, and initiatives that involve parents. The Ministry allocates $3.0 million annually based on the following:

$5,000 + $0.17 per student for board parent involvement committee + $500 per school council

**Calculating the Per-School Council Amount**

Under the new allocation method, introduced in 2015–16 as part of the implementation of SBEM, each school generates $500 and any combined elementary/secondary school of at least 350 students (with at least 100 elementary students and at least 100 secondary students) receives a further $500.

Under the 2014–15 allocation method, each school generates $500 and any combined elementary/secondary school with more than 300 elementary students and more than 500 secondary students receives a further $500.

The total Parent Engagement Funding Allocation in 2016–17 is then calculated by adding:

- 2/3 of the funding generated by the new allocation method and
- 1/3 of the funding generated by the 2014–15 allocation method.
Internal Audit Allocation

The Government is supporting school boards’ increased focus on financial transparency and accountability.

The funding supports the regional audit teams whereby boards across the province are grouped into eight regions based on geographic location. Each region is supported by a regional internal audit team. This model promotes sharing of best practices in internal audit and risk management activities and ensures efficient and equitable distribution of resources within the sector. A host board is assigned within each of the eight regions to oversee the administrative requirements of the regional audit team on behalf of other boards in the region. The internal audit funding is provided to the eight host boards.

The funding is enveloped to support internal audit activities in each region, and is projected to be $5.2 million.

Internal Audit Components

Funding for Staff Salary and Benefits of the Regional Internal Audit Team

a) $259,294 per region

b) \( \left( \frac{\text{Total Revenue of Region}}{\text{Total Revenue of Province}} \right) \times 2,333,646 \)

Funding for Other Expenses (including travel and non-salary costs)

\( \left( \frac{\text{Total Km}^2 \text{in Region}}{\text{Total Km}^2 \text{in Province}} \right) \times 750,000 \)

Central Employer Bargaining Agency Fees

Under the School Boards Collective Bargaining Act (SBCBA) 2014, trustees’ associations are the statutory central employer bargaining agents for school boards in central negotiations with teachers’ federations and education worker unions.

In 2016–17, Boards will continue to be provided with the funding necessary to support the labour relations activities of their respective trustees’ associations through the School Board Administration and Governance Grant. The trustees associations will use these fees solely for the purpose of central labour relations activities preparing for central bargaining, participating in the central bargaining process itself, implementation and ongoing maintenance of central collective agreements, including staffing positions for central negotiations, labour-related travel and accommodation, and other SBCBA-related responsibilities, including additional operating expenses, actuarial services, legal services, and translation.
In 2016–17, a total of $4.6M will be provided to school boards in the following manner:

<table>
<thead>
<tr>
<th>Type of School Board</th>
<th># of School Boards</th>
<th>Base Funding for Each School Board in GSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Public</td>
<td>31</td>
<td>$43,316</td>
</tr>
<tr>
<td>English Catholic</td>
<td>29</td>
<td>$43,017</td>
</tr>
<tr>
<td>French Public</td>
<td>4</td>
<td>$233,628</td>
</tr>
<tr>
<td>French Catholic</td>
<td>8</td>
<td>$129,854</td>
</tr>
<tr>
<td>Isolates &amp; Hospital Boards</td>
<td>9</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

**Funding for Capital Planning Capacity**

In 2016–17, Boards will continue to be provided $7.7 million in funding to support Capital Building and Data Management capacity in school boards.

**Technology Enabled Learning and Teaching Contact (TELT)**

$7.6 million in funding will provide each school board with one Technology Enabled Learning and Teaching Contact (TELT) to support the transformation of learning and teaching in the physical and virtual environment.

The funding is based on a fixed amount of $105,000 for each board and will cover salaries, benefits and travel costs.

**Managing Information for Student Achievement (MISA) Local Capacity**

$3.2 million in funding for Managing Information for Student Achievement (MISA) Local Capacity is intended for activities to help school boards build capacity and better manage information to inform board decisions, school administration, and classroom practice.

The funding is based on a fixed amount of $35,000 for each board and $0.35 per ADE.

**Allocations That Will be Replaced by the New Model**

Under the new model, introduced in 2014-15, three of the Grant’s allocations – the Directors and Supervisory Officers Allocation, the Board Administration Allocation, and the Multiple Municipalities Allocation – will become a single Board Administration Allocation made up of ten core functions.
Directors and Supervisory Officers Allocation

The funding is based on costs for one Director per board and a number of Supervisory Officers reflecting board enrolment. This allocation is intended to cover salaries and benefits of these staff.

The total calculation of the Directors and Supervisory Officers Allocation is as follows:

<table>
<thead>
<tr>
<th>Directors and Supervisory Officers Allocation</th>
<th>2016–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base amount</td>
<td>$569,393</td>
</tr>
<tr>
<td>Per-pupil amount for first 10,000 pupils</td>
<td>$13.80</td>
</tr>
<tr>
<td>Per-pupil amount for next 10,000 pupils</td>
<td>$20.14</td>
</tr>
<tr>
<td>Per-pupil amount for remaining pupils</td>
<td>$27.70</td>
</tr>
<tr>
<td>% Geographic Circumstances Grant</td>
<td>2.17%</td>
</tr>
<tr>
<td>(Remote and Rural Allocation post-SBEM phase-in)</td>
<td></td>
</tr>
<tr>
<td>% Learning Opportunities Grant (Demographic Allocation)</td>
<td>0.62%</td>
</tr>
</tbody>
</table>

Board Administration Allocation

This allocation provides funding for the business and other administrative functions of a board and the costs of operating and maintaining board offices and facilities.

<table>
<thead>
<tr>
<th>Board Administration Allocation</th>
<th>2016–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Amount</td>
<td>$100,634</td>
</tr>
<tr>
<td>Base amount (per board with less than 26,000 ADE)</td>
<td>$216,478</td>
</tr>
<tr>
<td>Per-pupil amount</td>
<td>$207.31</td>
</tr>
<tr>
<td>% Geographic Circumstances Grant (Remote and Rural Allocation post-SBEM phase-in)</td>
<td>11.94%</td>
</tr>
<tr>
<td>% Learning Opportunities Grant (Demographic Allocation)</td>
<td>0.62%</td>
</tr>
</tbody>
</table>
Enrolment used for determining the funding is the day-school ADE of pupils of the board (JK to Grade 12, excluding pupils 21 and over).

**Multiple Municipalities Allocation**

The Multiple Municipalities Allocation recognizes the additional costs for boards that are required to interact with a large number of municipalities and other local governing agencies.

Additional funding is provided to a board with 30 or more municipalities within its jurisdiction.

<table>
<thead>
<tr>
<th># of municipalities in a board</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 30</td>
<td>$0</td>
</tr>
<tr>
<td>Between 30 and 49</td>
<td>((n - 29) \times 500)</td>
</tr>
<tr>
<td>Between 50 and 99</td>
<td>([n - 49] \times 750 + 10,000)</td>
</tr>
<tr>
<td>100 or more</td>
<td>([n - 99] \times 1,000 + 47,500)</td>
</tr>
</tbody>
</table>

NOTE: “n” is the number of municipalities

**Details on the New Model**

The new Board Administration Allocation is projected to be $542.4 million in 2016–17.

This Allocation is a combination of three old allocations described above, which are being phased out and replaced with 10 core functions. In 2016–17, 75 percent of the funding to boards is generated using the new allocation model and 25 percent of the funding is generated using the 2013–14 allocation model.

**The 10 core functions**

While funding is generated for each of the ten core functions, the funding boards receive is not enveloped and boards are not required to match expenditures to funding by core function.

Under this allocation model, boards will continue to have the flexibility to allocate a portion of certain GSN grants and other non-GSN revenue sources to support board administration expenses.

1. **Director of Education**: This allocation is intended to cover salary and benefits for the director of education.
2. **Senior Administration function:** This allocation is intended to cover the cost of the salaries and benefits for a number of associate directors, superintendents, senior business officials and other senior supervisory officers who report to the director of education. The cost driver for this allocation is ADE and Dispersion, which recognizes the higher administrative costs incurred by some geographically extensive boards.

3. **Director's Office function:** This allocation is intended to cover the cost of the salaries and benefits for direct administrative support for the director and any other senior executives, including associate directors, superintendents, senior business officials and other senior supervisory officers. The cost driver for this allocation is the number of senior executives “funded” by the allocation model. Since the Director's Office staff provide support to senior executives, the number of funded senior executives is a proxy for the need for direct administrative support and is determined by functions 1 and 2.

4. **Human Resources function:** This allocation is intended to cover the cost of the salaries and benefits for staff responsible for the management of employee files, recruitment, calculation of employee wages, labour relations, performance management, benefits, learning and development, attendance management, and staffing allocation. The cost driver for this allocation is the number of T4 statements that the Board is required to complete, over the course of the fiscal year, for income purposes in respect of the 2016 calendar year. This driver recognizes the workload of Human Resources (HR) staff and captures all staff including part-time and occasional.

5. **Finance function:** This allocation is intended to cover the cost of the salaries and benefits for staff responsible for budgeting and planning, accounting, financial reporting and analysis, treasury management, non-grant revenue / receivables, and transaction processing. The cost driver for this allocation is ADE and number of municipalities, which recognizes the additional costs incurred by boards that are required to interact with a large number of municipalities and other local governing agencies. Additional funding is provided to a board with 20 or more municipalities within its jurisdiction. In addition, the $10.4M for Capital Administration previously allocated through a table in the applicable education regulation is allocated through this function to recognize the costs incurred by boards in managing their capital projects.

6. **Payroll function:** This allocation is intended to cover the cost of the salaries and benefits for staff responsible for processing periodic pay cheques, reconciliation, withholding taxes, updating vacation and sick pay. The cost driver for this allocation is the number of T4 statements that the Board is required to complete, over the course of the fiscal year, for income purposes in respect of the 2016 calendar year. This driver recognizes the workload of Payroll staff and captures all staff including part-time and occasional.
7. **Purchasing/Procurement function:** This allocation is intended to cover the cost of the salaries and benefits for staff responsible for determining purchasing needs, selecting suppliers, ensuring compliance with procurement directives, negotiating prices and follow-up. The cost driver for this allocation is ADE.

8. **Administration and Other Supports:** This allocation is intended to cover the cost of the salaries and benefits for staff responsible for research, communications, community and government relations, office services, reception, and so forth, which is not captured under any of the other core functions. The cost driver for this allocation is ADE.

9. **Information Technology function:** This allocation is intended to cover the cost of the salaries and benefits for staff responsible for delivering a number of information technology (IT) services and supports to school boards and would include infrastructure services, application support and design and desktop support. The cost driver for this allocation is the number of board administration staff “funded” by the allocation model. As IT staff serve the needs of other staff, total funded board staff is a proxy for the software users (payroll, accounting, HR, e-mail). Therefore, the IT allocation is indirectly determined by all the other drivers from the previous eight core functions.

   **Note:** the IT function excludes IT costs that are school/classroom based such as hardware and software used for instructional purposes or centralized attendance system costs that are charged back to schools.

10. **Non-Staff function:** This allocation is intended to cover the cost of non-staff expenditures. The formula has a base amount per board and an amount per ADE. In addition, this function could cover the costs of dues to stakeholder organizations, including trustee associations, as well as support staff costs for trustees.

**Compensation Benchmarks**

The Director of Education, Senior Administration function, Director's Office function and the Information Technology functions each have separate compensation benchmarks. The remaining core functions, except the Non-Staff function, will share common compensation benchmarks. These benchmarks will apply to all school boards and reflect the median actual average salaries and benefits reported by boards. The new formula does not prescribe staffing levels or the mixture of staffing categories (for example, managers, professional staff, clerical/technical staff) for boards.

---

The following table provides the detailed formulas for each core function described above.
<table>
<thead>
<tr>
<th>Core Function</th>
<th>Driver</th>
<th>Formula</th>
<th>Salary (including benefits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directors</td>
<td>None</td>
<td>1</td>
<td>$203,925.26</td>
</tr>
<tr>
<td>Other Senior Admin</td>
<td>ADE &amp; Dispersion (D)*</td>
<td>1.6802 + 0.1334/1000 x ADE + (0 for (D) up to the first 20 km 0.007762/1000 x ADE for D above 20 km up to 50 km 0.003881/1000 x ADE for D above 50 km)</td>
<td>$165,520.12</td>
</tr>
<tr>
<td>Director's Office</td>
<td># of Funded Senior Executives (SE)</td>
<td>2.5601 + 0.60493 x # of SE</td>
<td>$65,824.82</td>
</tr>
<tr>
<td>Human Resources</td>
<td>T4s</td>
<td>MAX(0, -0.1084 + 2.308/1000 x # of T4s)</td>
<td>$77,389.70</td>
</tr>
<tr>
<td>Finance</td>
<td>ADE &amp; # Municipalities (M)</td>
<td>3.4333 + 0.1910/1000 x ADE + (0 for the first 20 M, 0.02156 FTE per M above 20)</td>
<td>$77,389.70</td>
</tr>
<tr>
<td>Payroll</td>
<td>T4s</td>
<td>MAX(0, -0.4720 + 1.1834/1000 x T4s)</td>
<td>$77,389.70</td>
</tr>
<tr>
<td>Purchasing</td>
<td>ADE</td>
<td>0.8915 + 0.07406/1000 x ADE</td>
<td>$77,389.70</td>
</tr>
<tr>
<td>Admin and Other</td>
<td>ADE</td>
<td>MAX(1, -1.6828 + 0.6639/1000 x ADE)</td>
<td>$77,389.70</td>
</tr>
<tr>
<td>Information Technology</td>
<td># of Funded Board Administration (FBA) staff</td>
<td>0.9453 + 0.08907 x FBA</td>
<td>$97,393.48</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>ADE</td>
<td>$153,126 + $63.33 x ADE</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Step 1. Calculate total funding using the table based on the new allocation method dispersion factor.
Step 2. Calculate total funding using the table based on the 2014–15 allocation method dispersion factor.
Step 3. Funding in 2016-17 reflects 2/3 of the amount calculated in step 1 plus 1/3 of the amount calculated in Step 2.

NOTE1: Pension plan contributions for eligible members of the Ontario Teachers' Pension Plan (OTPP), are matched by the Government and are not included in the benefit benchmarks.
NOTE2: The chart above does not include $7.6M for TELT, $3.2M for MISA Local Capacity, $4.6M for Employer Bargaining Agent Fees and $7.7M for capital planning capacity.
School Facility Operations and Renewal Grant

The School Facility Operations and Renewal Grant has two major allocations:

- School Operations Allocation – $2.05 billion, and
- School Renewal Allocation – $320.0 million.

The total School Facility Operations and Renewal Grant is projected to be $2.37 billion in 2016–17.

School Board Efficiencies and Modernization (SBEM)

In 2016-17, the Ministry of Education will continue to phase in the SBEM measures to modernize the School Facility Operations and Renewal Grant by:

- Eliminating base top-up support for both the School Operations and the School Renewal Allocations;
- Reinvesting a portion of this funding in per pupil operating and renewal cost benchmarks;
- Updating the three board specific adjustment factors: Supplementary Area Factor (SAF); Weighted School Age; and Geographic Adjustment Factor (GAF). These factors are being updated to reflect the current inventory of schools (including additions/demolitions) and the full implementation of Full-day Kindergarten;
- Introducing reduced distance thresholds to qualify for enhanced top-up, while phasing out enhanced top-up eligibility based on rural postal codes and schools would be listed in the Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year regulation.

The new method will continue to be phased in to give school boards time to adjust to its impact. In 2016–17, the structure of the phase-in will be 2/3 of the new allocation method and 1/3 of the 2014–15 allocation method.
These changes are summarized in the following table:

<table>
<thead>
<tr>
<th>Allocation Method</th>
<th>Method Weighting</th>
<th>Elements Being Phased In and Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>2016–17: 2/3</td>
<td>Elements being phased in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Increases to operating and renewal cost benchmarks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Board specific adjustment factors reflecting facility data as of September 2, 2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• New eligibility requirements (based on reduced distance thresholds) to qualify for enhanced top-up.</td>
</tr>
<tr>
<td>2014–15</td>
<td>2016–17: 1/3</td>
<td>Elements being phased out:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Base top-up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 2014–15 eligibility requirements for enhanced top-up.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Board specific adjustment factors introduced in 2012-13 GSN</td>
</tr>
</tbody>
</table>

**Operations Allocation**

The School Operations Allocation addresses the costs of operating school facilities (heating, lighting, maintaining, cleaning). It is the sum of the following five components:

- Base School Operations (based on a per pupil amount) – $1.87 billion,
- Top-up for School Operations – $146.6 million,
- Community Use of Schools – $28.1 million,
- Licensing and Related Fees for Approved Asset Management Software – $1.1 million,
- Capital Lease Amount on School Authority Amalgamation – $0.1 million, and
- Section 23 Facilities Amount – $1.9 million.

For 2016–17, this allocation is projected to be $2.05 billion.
<table>
<thead>
<tr>
<th>Component</th>
<th>Elementary Panel</th>
<th>Secondary Panel</th>
<th>Adult Education / Other Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment</td>
<td>“Day-School ADE” of pupils enrolled in Junior Kindergarten, Senior Kindergarten, and Grades 1 through 8.</td>
<td>“Day-School ADE” of pupils enrolled in Grades 9 through 12, excluding students 21 years of age and older.</td>
<td>• Day-School ADE of pupils 21 years of age or older, High-Credit portion of pupils in secondary school. • ADE of pupils enrolled in Continuing Education credit courses during the day (excluding pupils enrolled in correspondence self-study programs). • ADE of pupils enrolled in Secondary Summer School programs. • Approved spaces in care, treatment and custody programs that operate in board-owned space are treated as Continuing Education.</td>
</tr>
</tbody>
</table>

**On the Ground Capacity (OTG)**

The Ministry has identified categories of instructional space for all elementary and secondary facilities of a board using the *Report of the Pupil Accommodation Review Committee* (August 1998). A loading has been assigned to each category of instructional space identified, based on the number of pupils that can reasonably be accommodated in each category of instructional space. The sum of all the loading in the instructional space within a facility is its capacity.

<table>
<thead>
<tr>
<th>Benchmark Area Requirement per Pupil (fixed)</th>
<th>Elementary Panel</th>
<th>Secondary Panel</th>
<th>Adult Education / Other Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.70 m²</td>
<td>12.07 m²</td>
<td>9.29 m²</td>
<td>N/A</td>
</tr>
</tbody>
</table>

The Benchmark Area Requirement per Pupil provides sufficient teaching and ancillary space to permit the effective delivery of elementary school programming (including primary class size), and secondary school programming.

It also provides additional space required to accommodate the typical distribution of special education, learning opportunities and language (e.g., ESL, etc.) programming.

The Benchmark Area Requirement for Adult Education and Other Programs is lower than the traditional secondary school panel because no additional space is required for special needs programs.
Component | Elementary Panel | Secondary Panel | Adult Education / Other Programs
--- | --- | --- | ---
Supplementary Area Factor (SAF) | The Board-specific Supplementary Area Factor recognizes unique design features of a board’s school facilities such as wide hallways, large shop spaces, and auditorium space, as well as the additional space requirement associated with special needs programming. Each board has an elementary and secondary SAF that is greater than or equal to an adjustment factor of 1.0 (the secondary SAF is used for “Adult Education/Other Programs”). Each board’s Supplementary Area Factors would be set out in the Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year regulation.

Benchmark for Operating Costs | New allocation method benchmark for operating costs: $85.77/m² 2014–15 allocation method benchmark for operating costs: $82.49/m²

Adjustment Factor Calculations

For 2016–17, the board specific adjustment factors have been updated to reflect data available in the School Facility Inventory System (SFIS), as of September 2, 2014.

Weighted School Age

For the purposes of calculating the SAF and the School Renewal cost benchmark (i.e., Over/Under 20 benchmarks), the Ministry determines a weighted average age for each school to better reflect a school’s age. The age of the original building and all permanent additions are weighted by their respective gross floor area. The example below demonstrates how the weighted average ages are calculated.

| Example: School Age Calculation |
| --- | --- | --- | --- |
| Construction History | Age | Gross Floor Area (GFA) | Age x GFA |
| Original Construction | 40 | 1,000 | 40,000 |
| Addition | 20 | 1,500 | 30,000 |
| Addition | 10 | 3,000 | 30,000 |
| Demolition | 40 | -500 | -20,000 |
| Addition | 2 | 500 | 1,000 |
| Total | 5,500 | 81,000 |

The weighted ages of schools have been updated as of September 2, 2014.
Supplementary Area Factor (SAF)

A board's SAF is determined by comparing its area per pupil, per panel, with the benchmark area per pupil of 9.7 m$^2$ for elementary and 12.07 m$^2$ for secondary. If the board's area per pupil is less than the benchmark, it is deemed to have an SAF of 1.0. To calculate a board's area per pupil, the total on-the-ground capacity of its schools (by panel) is divided by the total adjusted gross floor area (GFA) of these schools.

To determine a board's total adjusted GFA, schools with a weighted average age of 10 years or less are subject to adjustment to reflect the construction area benchmarks introduced in 2000. This adjustment reflects that school boards should have been building their schools to these Ministry construction benchmarks. The area per pupil calculation for these schools is adjusted to reflect the lesser of the school's actual area per pupil or the variable construction area benchmarks introduced in June 2011 (Memorandum 2011:B6).

The following subsets of schools are exempted from an adjustment to their floor areas:

- Elementary schools with a capacity of less than 200 pupil places,
- Secondary schools with a capacity of less than 300 pupil places,
- Elementary schools where the variable benchmark is less than the fixed area per pupil of 9.7 m$^2$, and
- Secondary schools where the variable benchmark is less than the fixed benchmark area per pupil of 12.07 m$^2$.

For the first two items, the actual GFA is used, as the Ministry does not have a construction area benchmark for schools below the specified capacity threshold. For the last two items, the GFA is adjusted to reflect the lesser of the actual area per pupil or the (fixed) benchmark area requirement per pupil. This means that, for the purposes of calculating the SAF, a school's GFA was not adjusted below the fixed elementary (9.7 m$^2$) or secondary (12.07 m$^2$) benchmark area requirements. The table below provides an example of how the SAFs have been calculated.

The data used to calculate the SAFs have been updated as of September 2, 2014.
### Example: Elementary SAF Calculation

<table>
<thead>
<tr>
<th>Board Owned Schools</th>
<th>Weighted Average Age</th>
<th>OTG</th>
<th>Adjusted Area Calculation [Area per Pupil = (GFA / OTG)]</th>
<th>GFA</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX</td>
<td>25</td>
<td>210</td>
<td>Area per Pupil = 2,431 m² / 210 pupil places = 11.58 m² / per pupil place</td>
<td>2,431 m²</td>
</tr>
<tr>
<td>YY</td>
<td>5</td>
<td>465</td>
<td><strong>Actual GFA</strong>&lt;br&gt;OTG  = 5,100 m²&lt;br&gt;Area per Pupil = 5,100 / 465 = 10.97 m² / per pupil place&lt;br&gt;&lt;br&gt;<strong>Variable benchmark</strong>&lt;br&gt;OTG = 465 pupil places&lt;br&gt;New Variable Area per Pupil = 10.35 m² / per pupil place&lt;br&gt;&lt;br&gt;Adjusted GFA&lt;br&gt;Area per Pupil = OTG x Variable Area per Pupil&lt;br&gt;= 465 x 10.35&lt;br&gt;= 4,813 m²</td>
<td>4,813 m²</td>
</tr>
<tr>
<td>ZZ</td>
<td>3</td>
<td>620</td>
<td><strong>Actual GFA</strong>&lt;br&gt;OTG  = 6,070 m²&lt;br&gt;Area per Pupil = 6,070 / 620 = 9.79 m² / per pupil place&lt;br&gt;&lt;br&gt;<strong>Variable benchmark</strong>&lt;br&gt;OTG = 620 pupil places&lt;br&gt;New Variable Area per Pupil = 10.12 m² / per pupil place&lt;br&gt;&lt;br&gt;Adjusted GFA&lt;br&gt;Area per Pupil = OTG x Variable Area per Pupil&lt;br&gt;= 620 x 10.12&lt;br&gt;= 6,295 m²</td>
<td>6,070 m²</td>
</tr>
</tbody>
</table>

**Take lesser GFA of 5,100 m² and 4,813 m²**

**Total**<br>Take lesser GFA of 6,070 m² and 6,295 m²<br>**Total**<br>1,295 m² | 13,314 m²
Example: Elementary SAF Calculation

<table>
<thead>
<tr>
<th>Board Owned Schools</th>
<th>Weighted Average Age</th>
<th>OTG</th>
<th>Adjusted Area Calculation</th>
<th>GFA</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAF</td>
<td>(GFA/OTG) / Benchmark Area per Pupil</td>
<td>= (13,314 m² / 1,295) / 9.70 m² = 1.060</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Base School Operations

The Base School Operations Amount is projected to be $1.87 billion in 2016–17 and is calculated using the following formula:

\[
\text{Base School Operations} = \text{Enrolment} \times \left( \frac{\text{Benchmark Area per Pupil}}{\text{SAF}} \right) \times \left( \frac{\text{Benchmark for Operating Cost}}{\text{GFA}} \right)
\]

The factors used to determine the Base School Operations for elementary, secondary, and other programs are set out in the table above (p. 105).

For 2016–17, the following elements will continue to be phased out/in to the above base school operations formula:

<table>
<thead>
<tr>
<th>Allocation Method</th>
<th>Method Weighting</th>
<th>Elements being Phased In and Out for Base School Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>2016–17: 2/3</td>
<td>Elements being phased in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Supplementary Area Factor based on facility data as of September 2, 2014.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Investments in benchmark for operating costs.</td>
</tr>
</tbody>
</table>

| 2014–15           | 2016–17: 1/3     | Elements being phased out:                                 |
|                   |                  | • Supplementary Area Factor introduced in 2012-13 GSN.     |

Top-up for School Operations

In addition to the Base School Operations, boards may be eligible for top-up funding which recognizes costs for schools that are operating at less than full capacity. Top-up for School Operations provides funding to address the cost of cleaning and maintaining some of the excess school facility capacity.
Top-up for School Operations is calculated on an individual school-facility level for those facilities that are offering a regular day-school program (exclusive of adult day school) and are operating at less than full capacity, that is, in facilities where enrolment is less than capacity.

School facilities where enrolment exceeds capacity do not generate any top-up funding; however, the entire enrolment of the facility (including the portion of enrolment that is greater than capacity) is generating funding from the Base School Operations component.

Top-up funding is projected to be $146.6 million in 2016–17 and comprises two components:
- Base Top-up for School Operations, and
- Enhanced Top-up for School Operations.

**Base Top-up for School Operations**

Base Top-up for School Operations is projected to be $58.6 million in 2016–17 and is funded under a two-tiered structure where the rate of funding is dependent on a facilities utilization rate (ADE/OTG).

- Eligible schools ≤ 65% utilization are to be provided a top-up rate that recognizes 10% of their excess capacity.
- Eligible schools > 65% utilization are to be provided a top-up rate that recognizes 15% of their excess capacity rate up to a maximum 95% utilization.

All school facilities with capacity that opened prior to 2011–12 and have not undergone significant renovations after 2011–12 are eligible for Base Top-up for School Operations.

For a school facility with ADE at less than capacity (underutilized facility):

\[
\text{Base Top-up} = \min \left( \text{Top-up Rate, } 1 - \frac{\text{ADE}}{\text{OTG}} \right) \times \text{OTG} \times \left( \text{Benchmark Area Per Pupil} \right) \times \text{SAF} \times \left( \text{Benchmark for Operating Costs} \right)
\]

**Enhanced Top-up for School Operations for Supported or Rural Schools**

Enhanced Top-up is projected to be $88.0 million in 2016–17.

For 2016–17, the new distance threshold introduced in 2015–16 to qualify for enhanced top-up will continue to be phased in and the 2014–15 eligibility requirements will continue to be phased out.
Summary of changes are below:

<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</th>
</tr>
</thead>
</table>
| New eligibility requirements to qualify for enhanced top-up (2/3) | A school facility is provided with enhanced Top-up for School Operations if it meets one of the following criteria:  
  - school facility is an elementary school where the next closest elementary or secondary school of the board is at least 10 kilometres away, or  
  - school facility is a secondary school where the next closest secondary school of the board is at least 20 kilometres away.  
  - Note that the distance to the closest school is measured by road distance and that the next closest school facility does not include any school facility on the same campus. |
| 2014–15 eligibility requirements to qualify for enhanced top-up (1/3) | A school facility is provided with enhanced Top-up for School Operations if it meets one of the following criteria:  
  - identified as "supported" under the Supported Schools Allocation of the Geographic Circumstances Grant (see page 56), or  
  - defined as "rural", by meeting one of the following criteria:  
    - on October 31, 2016, the second character of the school's postal code is zero (0), or  
    - the school facility is listed as a rural school in the Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year regulation |

\[
\text{Enhanced Top-up for School Operations} = \min\left(100\%, 1 - \frac{\text{ADE}}{\text{OTG}}\right) \times \text{OTG} \times \left(\frac{\text{Benchmark Area Per Pupil}}{\text{Benchmark for Operating Costs}}\right) \times \text{SAF} \times \left(\frac{\text{Base Top-up for School Operations}}{100}\right)
\]

Enhanced top-up along with other components of School Operations Allocation will ensure that qualifying school facilities are funded at 100 percent of their capacity.

New school facilities that opened or school facilities that have undergone significant renovations in or after 2011–12 are not eligible for this funding in 2016–17.
Community Use of Schools Allocation

This funding allows boards to reduce the rates for school space used by the community by helping boards with the costs involved with keeping schools open after hours such as heating, lighting, and cleaning.

Total Community Use of Schools Allocation in 2016–17 is projected to be $28.1 million.

Board-by-board allocations under Community Use of Schools can be found in the Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year regulation*.

Allocation for Licensing and Related Fees for Approved Asset Management Software

This allocation is projected to be $1.1 million in 2016–17.

School boards are provided with this funding to offset the cost of licensing and related fees associated with approved asset management software. This software assists boards in developing and implementing effective renewal programs for their schools and document changes in school condition over time.


Capital Lease Amount on School Authority Amalgamation

In 2016–17, $100,000 is being provided to continue capital lease arrangements made by former school authorities in remote communities.

* Information on the community use of schools can be found on the Ministry of Education website.
Section 23 Facilities Amount Allocation

In 2016–17, $1.9 million is being provided for the Section 23 Facilities Amount Allocation, which supports education programs for school-aged children and youth in Government-approved care and/or treatment, custody and correctional facilities (see page 37).
School Renewal Allocation

The School Renewal Allocation addresses the costs of repairing and renovating schools. The School Renewal Allocation is the sum of the following three components:

- **Base School Renewal** – $245.5 million,
- **Top-up for School Renewal** – $20.8 million, and
- **Enhancement to address deferred maintenance needs** – $53.7 million.

For 2016–17, this allocation is projected to be $320.0 million.

Cap on Operating Expenses:

As of 2014–15 and going forward, any increase in the amount of school renewal funding directed towards operating expenses, under this allocation, will be limited to an additional 5 percent of each board’s historical three year average amount spent on operating (using the 2010-11, 2011-12 and 2012-13 fiscal years). This is to ensure that part of this funding continues to be used for depreciable type expenses. The envelope for each board will remain the same for 2015–16 and 2016–17.
<table>
<thead>
<tr>
<th>Component</th>
<th>Elementary Panel</th>
<th>Secondary Panel</th>
<th>Adult Education / Other Programs</th>
</tr>
</thead>
</table>
| Enrolment | “Day-School ADE” of pupils enrolled in Junior Kindergarten, Kindergarten, and Grades 1 through 8. | “Day-School ADE” of pupils enrolled in Grades 9 through 12, excluding students 21 years of age and older. | • Day-School ADE of pupils 21 years of age or older, High-Credit portion of pupils in secondary school.  
• ADE of pupils enrolled in Continuing Education credit courses during the day (excluding pupils enrolled in correspondence self-study programs).  
• ADE of pupils enrolled in Secondary Summer School programs.  
• Approved spaces in care, treatment and custody programs that operate in board-owned space are treated as Continuing Education. |
| On the Ground Capacity (OTG) | The Ministry has identified categories of instructional space for all elementary and secondary facilities of a board using the Report of the Pupil Accommodation Review Committee (August 1998). A loading has been assigned to each category of instructional space identified, based on the number of pupils that can reasonably be accommodated in each category of instructional space. The sum of all the loading in the instructional space within a facility is its capacity. | N/A |
| Benchmark Area Requirement per Pupil (fixed) | 9.70 m²  
9.29 m² | 12.07 m² | 9.29 m² |
| | The Benchmark Area Requirement per Pupil provides sufficient teaching and ancillary space to permit the effective delivery of elementary school programming (including primary class size), and secondary school programming. It also provides additional space required to accommodate the typical distribution of special education, learning opportunities and language (e.g. ESL, etc.) programming. | The Benchmark Area Requirement for Adult Education and Other Programs is lower than the traditional secondary school panel because no additional space is required for special needs programs. |
Component | Elementary Panel | Secondary Panel | Adult Education / Other Programs
--- | --- | --- | ---
Supplementary Area Factor (SAF) | The Board-specific Supplementary Area Factor recognizes unique design features of a board’s school facilities such as wide hallways, large shop spaces, and auditorium space, as well as the additional space requirement associated with special needs programming. Each board has an elementary and secondary SAF that is greater than or equal to an adjustment factor of 1.0 (the secondary SAF is used for “Adult Education/Other Programs”). Each board’s Supplementary Area Factor would be set out in the Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year regulation.

Benchmark for Renewal Costs | New allocation method benchmark for renewal costs: Board-specific weighted average of $7.89 per m² and $11.83 per m² with the weights reflecting the board’s total area under and over 20 years of age (weighted average age) respectively.

2014–15 Allocation Method benchmark for renewal costs: Board-specific weighted average of $7.59 per m² and $11.38 per m² with the weights reflecting the board’s total area under and over 20 years of age (weighted average age) respectively.

Each board’s percentage of elementary and secondary school facility areas that are under and over 20 years of age would be set out in the Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year regulation.

Geographic Adjustment Factor (GAF) (2011) | The GAF is a cost index used by the Ministry to identify and recognize regional variations in the construction and renewal costs of school facilities. Each board’s Geographic Adjustment Factors would be set out in the Grants for Student Needs – Legislative Grants for the 2016-2017 School Board Fiscal Year regulation.

### Adjustment Factor Calculations

For 2016-17, the board specific adjustment factors have been updated to reflect data available in the School Facility Inventory System (SFIS), as of September 2, 2014.

**Weighted School Age**

For purposes of calculating the SAF and the School Renewal cost benchmark (i.e. Over/Under 20 benchmarks), the Ministry determines a weighted average age for each school to better reflect a school’s age. The age of the original building and all permanent additions are weighted by their respective gross floor area. The example below demonstrates how the weighted average ages are calculated.
Example: School Age Calculation

<table>
<thead>
<tr>
<th>Construction History</th>
<th>Age</th>
<th>Gross Floor Area (GFA)</th>
<th>Age x GFA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Construction</td>
<td>40</td>
<td>1,000</td>
<td>40,000</td>
</tr>
<tr>
<td>Addition</td>
<td>20</td>
<td>1,500</td>
<td>30,000</td>
</tr>
<tr>
<td>Addition</td>
<td>10</td>
<td>3,000</td>
<td>30,000</td>
</tr>
<tr>
<td>Demolition</td>
<td>40</td>
<td>-500</td>
<td>-20,000</td>
</tr>
<tr>
<td>Addition</td>
<td>2</td>
<td>500</td>
<td>1,000</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5,500</td>
<td>81,000</td>
</tr>
</tbody>
</table>

Weighted Average Age \( \frac{81,000}{5,500} = 14.73 \)

The weighted ages of schools have been updated as of September 2, 2014.

**Supplementary Area Factor (SAF)**

A board’s SAF is determined by comparing its area per pupil, per panel, with the benchmark area per pupil of 9.7 m\(^2\) for elementary and 12.07 m\(^2\) for secondary. If the board’s area per pupil is less than the benchmark, it is deemed to have an SAF of 1.0. To calculate a board’s area per pupil, the total on-the-ground capacity of its schools (by panel) is divided by the total adjusted gross floor area (GFA) of these schools.

To determine a board’s total adjusted GFA, schools with a weighted average age of 10 years or less are subject to adjustment to reflect the construction area benchmarks introduced in 2000. This adjustment reflects that school boards should have been building their schools to these Ministry construction area benchmarks. The area per pupil calculation for these schools has been adjusted to reflect the lesser of the school’s actual area per pupil or the variable construction area benchmarks introduced in Memorandum 2011:B6.

The data used to calculate the SAFs have been updated as of September 2, 2014.

The following subset of schools will be exempted from this adjustment:
- Elementary schools with a capacity of less than 200 pupil places,
- Secondary schools with a capacity of less than 300 pupil places,
- Elementary schools where the variable benchmark is less than the fixed area per pupil of 9.7 m\(^2\), and
- Secondary schools where the variable benchmark is less than the fixed benchmark area per pupil of 12.07 m\(^2\).

For the first two items, the actual GFA is used, as the Ministry does not have a construction area benchmark for schools below the specified capacity threshold. For the last two items, the GFA is adjusted to reflect the lesser of the actual area per pupil or the (fixed) benchmark area requirement per pupil. This means that, for the purposes of calculating the SAF, a school’s GFA was not adjusted below the fixed elementary
(9.70 m²) or secondary (12.07 m²) benchmark area requirements. The table below illustrates how the SAFs have been calculated.

<table>
<thead>
<tr>
<th>Board Owned Schools</th>
<th>Weighted Average Age</th>
<th>OTG</th>
<th>Adjusted Area Calculation [Area per Pupil = (GFA / OTG)]</th>
<th>GFA</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX</td>
<td>25</td>
<td>210</td>
<td>Area per Pupil = 2,431 m² / 210 pupil places = 11.58 m²/pupil place</td>
<td>2,431 m²</td>
</tr>
<tr>
<td>YY</td>
<td>5</td>
<td>465</td>
<td>Actual GFA = 5,100 m² OTG = 465 pupil places Area per Pupil = 5,100 / 465 = 10.97 m²/pupil place Variable benchmark OTG = 465 pupil places New Variable Area per Pupil = 10.35 m²/pupil place Adjusted GFA = OTG x Variable Area per Pupil = 465 x 10.35 = 4,813 m²</td>
<td>The adjusted GFA for this school would be used to calculate the SAF for the elementary panel for this board: 4,813 m²</td>
</tr>
<tr>
<td>ZZ</td>
<td>3</td>
<td>620</td>
<td>Actual GFA = 6,070 m² OTG = 620 pupil places Area per Pupil = 6,070 / 620 = 9.79 m²/pupil place Variable benchmark OTG = 620 pupil places New Variable Area per Pupil = 10.12 m²/pupil place Adjusted GFA = OTG x Variable Area per Pupil = 620 x 10.12 = 6,295 m²</td>
<td>The unadjusted GFA for this school would be used to calculate the SAF for the elementary panel for this board: 6,070 m²</td>
</tr>
<tr>
<td>Total</td>
<td>1,295</td>
<td></td>
<td></td>
<td>13,314 m²</td>
</tr>
</tbody>
</table>

SAF = \( \frac{\text{GFA/OTG}}{\text{Benchmark Area per Pupil}} \) = \( \frac{13,314 \text{ m}^2 / 1,295}{9.70 \text{ m}^2} = 1.060 \)
**Age Factor - Over/Under 20 Years of Age**

The over/under 20 years of age factor is applied to the renewal allocation to reflect that a school's capital renewal needs increase with age. This board specific adjustment factor is calculated by panel and incorporates the weighted average age calculation to determine whether a school’s gross floor area is under or over 20 years of age.

Existing Benchmark:
- The benchmark renewal cost for schools < 20 years of age is: $7.59 per m².
- The benchmark renewal cost for schools ≥ 20 years of age is: $11.38 per m².

New Benchmark:
- The benchmark renewal cost for schools < 20 years of age is: $7.89 per m².
- The benchmark renewal cost for schools ≥ 20 years of age is: $11.83 per m².

**Base School Renewal**

The Base School Renewal is calculated using the following formula:

\[
(\text{Base School Renewal}) = \text{Enrolment} \times \left( \frac{\text{Benchmark Area per Pupil}}{\text{SAF}} \right) \times \left( \frac{\text{Benchmark for Renewal Cost}}{\text{GAF}} \right)
\]

The factors used to determine the Base School Renewal for elementary, secondary and other programs are set in the table above (p. 115).

For 2016-17, the following elements will continue to be phased out/in to the above base school renewal formula.

<table>
<thead>
<tr>
<th>Allocation Method</th>
<th>Method Weighting</th>
<th>Elements Being Phased In and Out</th>
</tr>
</thead>
</table>
| New               | 2016–17: 2/3     | • New adjustment factors being phased in to reflect data reported in the School Facility Inventory System (SFIS), as of September 2, 2014.  
  • Supplementary Area Factor (SAF)  
  • Age Factor (over/under 20 years of age)  
  • Geographic Adjustment Factor (GAF)  
  • Investments in benchmark for renewal costs. |
| 2014–15           | 2016-17: 1/3     | • Adjustment factors introduced in the 2012-13 GSN to be phased out:  
  • Supplementary Area Factor (SAF)  
  • Age Factor (over/under 20 years of age)  
  • Geographic Adjustment Factor (GAF) |
Top-up for School Renewal

Base School Renewal is calculated using enrolment and does not recognize excess capacity at individual school facilities. Top-up for School Renewal provides funding to address the cost of repairing and renovating school facilities with excess capacity.

Top-up for School Renewal is calculated on an individual school-facility level for those facilities that are offering a regular day-school program (exclusive of adult day school) and are operating at less than full capacity, that is, in facilities where ADE is less than capacity.

School facilities where enrolment exceeds capacity will not generate any top-up funding; however, the entire enrolment of the facility (including the portion of enrolment greater than capacity) is generating funding from the Base School Renewal Component.

New school facilities that opened and have not undergone significant renovations in or after 2011–12 are not eligible for this funding in the 2016–17.

Top-up funding is projected to be $20.8 million in 2016–17 and comprises:

- Base Top-Up for School Renewal, and
- Enhanced Top-up for School Renewal.

**Base Top-up for School Renewal**

Base Top-up for School Renewal is projected to be $7.3 million and provides funding under a two-tiered structure where the rate of funding is dependent on a facilities utilization rate (ADE/OTG).

- Eligible schools ≤ 65% utilization are to be provided a top-up rate that recognizes 10% of their excess capacity
- Eligible schools > 65% utilization are to be provided a top-up rate that recognizes 15% of their excess capacity rate up to a maximum 95% utilization.

For a school facility with ADE at less than capacity (underutilized facility):

\[
\left( \frac{\text{Base Top-up for School Renewal}}{\text{ADE}} \right) = \left( \frac{\text{ADE}}{\text{OTG}} \right) \times \text{OTG} \times \left( \frac{\text{Benchmark Area Per Pupil}}{\text{SAF}} \right) \times \left( \frac{\text{Benchmark for Renewal Costs}}{\text{GAF}} \right)
\]

As part of the SBEM strategy, Base Top-up is continuing to be phased out. As such, boards will receive 1/3 of the current allocation method for the 2016–17 school year:
**Enhanced Top-up for School Renewal**

For 2016–17, this component is projected to be $13.6 million.

For 2016–17, the new reduced distance threshold will be introduced to qualify for enhanced top-up and the existing eligibility requirements will be phased out.

Summary of changes are below:

<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New eligibility requirements to qualify for enhanced top-up (2/3 in 2016—17)</strong></td>
<td>A school facility is provided with enhanced Top-up for School Renewal if it meets one of the following criteria:</td>
</tr>
<tr>
<td></td>
<td>• facility is an elementary school where the next closest elementary or secondary of the board is at least 10 kilometres away, or</td>
</tr>
<tr>
<td></td>
<td>• facility is a secondary school where the next closest secondary school of the board is at least 20 kilometres away.</td>
</tr>
<tr>
<td></td>
<td>• Note that the distance to the closest school is measured by road network and that the next closest school facility does not include any school facility on the same campus.</td>
</tr>
<tr>
<td><strong>2014–15 eligibility requirements to qualify for enhanced top-up (1/3 in 2016—17)</strong></td>
<td>A school facility is provided with enhanced Top-up for School Operations if it meets one of the following criteria:</td>
</tr>
<tr>
<td></td>
<td>• identified as ‘supported’ under the Supported Schools Allocation of the Geographic Circumstances Grant (see page 56)</td>
</tr>
<tr>
<td></td>
<td>• defined as ‘rural’ by meeting one of the following criteria:</td>
</tr>
<tr>
<td></td>
<td>• on October 31, 2016, the second character of the school’s postal code is zero (0), or</td>
</tr>
<tr>
<td></td>
<td>• the school facility is listed as a rural school in the Grants for Student Needs – Legislative Grants for the 2016—2017 School Board Fiscal Year regulation.</td>
</tr>
</tbody>
</table>

\[
(\text{Enhanced Top-up for School Renewal}) = \min\left(100\%, 1 - \frac{\text{ADE}}{\text{OTG}}\right) \times \text{OTG} \times (\frac{\text{Benchmark Area Per Pupil}}{\text{SAF}}) \times (\frac{\text{Benchmark for Renewal Costs}}{\text{GAF}}) \times (\text{Base Top-up for School Renewal})
\]

Enhanced top-up along with other components of the School Renewal Allocation will ensure that qualifying school facilities are funded at 100 percent of their capacity.
**School Renewal Enhancement**

In 2016–17, this allocation is projected to be $53.7 million and is an annual allocation provided to school boards to address deferred maintenance needs. The GAF is applied to this amount.

Each board’s allocation would be set out in the *Grants for Student Needs – Legislative Grants for the 2016–2017 School Board Fiscal Year* regulation.
Debt Service Support

In 2009–10, the Ministry reviewed the funding approach to existing capital programs and the effectiveness of the former New Pupil Places (NPP) funding model in light of declining enrolment. As a result, a number of changes were introduced in 2010–11.

Wrap-up of New Pupil Places Funding Model

The New Pupil Places (NPP) funding model was originally introduced to provide funding to construct new schools or additions where the total Average Daily Enrolment (ADE) within a panel was greater than the total capacity of schools within the same panel. This funding model, which varied based on enrolment, created a risk that if enrolment was lower than projected, boards would be left with unsupported debt. While NPP still generated funding for the construction of new schools for a small number of boards, for most boards, NPP only supported existing capital debt.

Due to the limitations of the NPP model in a declining enrolment environment, the model has been replaced with a debt support grant that does not fluctuate with enrolment. Eligible expenditures under the following programs were included:

- Pure NPP: Funding to construct new schools or additions when a board’s total ADE within a panel was greater than the total NPP capacity of schools in the same panel.
- Fixed NPP: Funding approvals for Enrolment Pressures, 2005 Policy Transitional, Prohibitive-to-Repair (PTR) facilities, French-language Capital Transitional funding, and Best Start.

The wrap-up of NPP was implemented through a one-time grant that recognized all the existing capital debt that was supported by the existing NPP capital programs as of August 31, 2010. This grant is being cash flowed to boards over the remaining term of their existing capital debt instruments.

In 2010–11, the Ministry protected NPP funding for a small number of boards that still had sufficient room to build at least one new school. This "entitlement" room, estimated at $272 million, was determined using information provided in the capital liquidity templates and Transfer from Reserve approvals issued to boards. The Ministry now recognizes and supports all expenditures incurred by boards within their individual remaining spending room under the NPP program.
Good Places to Learn (GPL)

The wrap-up of the Good Places to Learn (GPL) programs was also implemented through a one-time grant that recognized all the existing capital debt as of August 31, 2010, that was supported by the existing GPL capital programs. This grant is being flowed to boards over the remaining term of their existing capital debt instruments.

The Ministry recognizes and supports all the expenditures incurred by boards against their remaining approval room relating to approved expenditures that were previously supported by the following Good Places to Learn programs:

- GPL Renewal Stages 1 to 4: Funding for high and urgent renewal needs.
- Primary Class Size (PCS) Reduction: Funding for the additional classrooms that were required to accommodate smaller primary classes.
- Growth Schools: Funding for schools in areas of new residential development but for which the NPP allocation was insufficient.
- Capital Transitional Adjustment: Funding over a four-year period, beginning in 2006–07, to support the capital needs for French-language school boards that had enrolment needs in areas without permanent accommodation.
- Prohibitive to Repair (PTR): Funding construction to repair or replace schools in poor condition.
- Capital Priorities Program: Funding for projects that were identified by school boards as top priorities based on submitted business cases. This includes capital funding allocated by the Ministry in 2010–11.

Reserves for Pupil Accommodation Debt Repayments

Since the Ministry will provide debt support for existing capital debt relating to eligible expenditures under the NPP and GPL programs, NPP reserves as of August 31, 2010, will be recovered from boards. The amounts will be offset in the determination of future Ontario Financing Authority (OFA) long-term financing relating to NPP and GPL program expenditures, or against future payments relating to capital.

Pre-1998 Capital Expenditures

Consistent with the recognition approach of capital debt for the NPP and GPL programs, there was a one-time grant recognition of all the existing approved pre-1998 permanently financed capital debt as of August 31, 2010. This grant is being cash flowed to boards over the remaining term of their existing capital debt instruments.

The existing funding and cash flow mechanism for non-permanently financed debt that was refinanced through the 55 School Board Trust vehicle will remain unchanged.
Recognition of Long-Term Debt

The Ministry and the OFA continue to partner to offer a provincial vehicle to provide long-term financing for construction costs incurred by school boards under GPL programs. In addition, any non-permanently financed debt and required refinancing of debt under NPP programs will be financed through the OFA. School boards will receive a cash flow from the Ministry to meet their annual debt repayments.

Short-term financing

Boards will receive funding for their short-term interest costs incurred on projects that are underway.

- In 2016–17, where a board short-term finances by borrowing from its internal reserves, the Ministry recognizes these costs at an annual rate of 1 percent.
- In 2016–17, where a board short-term finances by external borrowing, the Ministry recognizes the short-term interest costs for the one-, two- or three-month Banker’s Acceptance rate (BA) plus 75 points.

Long-term financing

Boards will receive funding for their interest on long-term capital debt for projects supported by NPP and GPL programs.

Boards are permitted to access long-term financing for non-permanently financed projects that are supported by the NPP and GPL programs and have been determined to be Ministry supported through the Capital Wrap-up Templates and specified audit procedures completed in the Fall 2010. Once the long-term financing has been set, the Ministry flows the actual principal and interest costs to support the financing costs.
Capital Funding

Capital Funding in 2016–17

The Ministry continues its multi-year capital funding allocations designed to target board identified capital needs. The primary means for funding new construction is the Capital Priorities Grant with additional capital funding available to school boards to help manage excess capacity through space reductions, address high and urgent renewal needs and facility condition, repurpose school space for child care, meet enrolment demands through temporary accommodation and purchase of land for new schools and additions.

Capital Priorities Funding

Since the Capital Priorities Grant program began in 2010, the Ministry has allocated over $2.4 billion in capital funding for the construction of new schools, permanent additions, renovations and school purchases. These projects address accommodation pressures, replace facilities in poor repair, consolidate underutilized facilities and provide facilities for French-language rights holders. In addition, the Ministry has $60 million available for priority land purchases.

School Consolidation Capital

In 2014–15, the Ministry announced $750 million in capital funding available for a School Consolidation Capital (SCC) program in support of the SBEM initiative. 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 footprint. The SCC funding is being allocated on a business case basis for new schools, retrofits and additions that support the reduction of excess capacity.

The Ministry is currently reviewing SCC project submissions and expects to announce project approvals in early Spring 2016.
Amount for School Condition Improvement

In 2016-17, School Condition Improvement (SCI) funding will remain at $500 million. The 2016–17 funding represents the third year of the $1.25 billion investment announced in memorandum 2014:B4 – Grants for Student Needs Funding and Regulations for 2014–15. This funding is intended to help boards address the identified renewal backlog from the data collected to date through the Ministry’s five-year Condition Assessment Program, which began in 2011.

Beginning in 2015–16, the Ministry changed the funding approach for SCI. SCI funding is now allocated in proportion to a board’s total assessed renewal needs under the Ministry’s Condition Assessment Program.

School boards are required to direct 80 percent of SCI funding to key building components (for example, foundations, roofs, windows) and systems (for example, HVAC and plumbing). School boards are allowed to use the remaining 20 percent of their new SCI funding to address any locally-identified renewal needs that are listed in the VFA.facility database. School boards have the flexibility to prioritize schools and individual components and systems that fit under these categories and deal with problems as they emerge, rather than having to wait for the next condition assessment of a building.

<table>
<thead>
<tr>
<th>Category</th>
<th>Funding</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted</td>
<td>80%</td>
<td>Targeted to building envelope (foundation, roof, windows, etc.) and mechanical systems (electrical, HVAC, plumbing, etc.) This is based on Uniformat: A: Substructure (e.g. foundations, basement walls) B. Superstructure (e.g. roofs, exterior walls, windows) C. Services (e.g. plumbing, HVAC, fire protection, electrical)</td>
</tr>
<tr>
<td>Discretionary</td>
<td>20%</td>
<td>Flexibility to allocate towards renewal capital project at existing schools (e.g. science labs, interior finishings, etc.)</td>
</tr>
</tbody>
</table>

Unspent funds from a board’s SCI allocation may be carried forward to the following year.

Boards will be required to report spending of this SCI funding in the VFA.facility database. Reimbursement of board expenditure is contingent on timely reporting. Payments will be made twice a year based on reported expenditure. The Ministry will fund short-term interest costs related to these expenditures reflecting that SCI funding will occur on a bi-annual basis, consistent with other capital programs.
Boards must use this funding on depreciable renewal expenditures in schools that are expected to remain open and operating for at least five years. Boards should use the funding to address renewal priorities of the board, including addressing health and safety, replacing and repairing building components, improving the energy efficiency of schools, and improving accessibility. Boards are not to use this funding to expand the size of schools, build new schools, or to service debt.

**Amount for Temporary Accommodation**

The Ministry introduced a new allocation in 2010–11 to address the estimated annual cost of temporary accommodation previously charged to boards’ New Pupil Places Grant. This approach will continue in 2016–17 with up to $40 million based upon a combination of expected lease costs reported by a board and a model of portable need activity. This funding may be used for portable moves, leases, and purchases, as well as for lease costs for permanent instructional space and will be flowed as expenses are reported through the Education Financial Information System (EFIS).

The portable funding model is based on a three-year history of school specific portable counts as reported in the School Facilities Inventory System (SFIS). Where boards had net board-wide additional portables, these were modelled as new portable purchases at $120,000 per portable. Where boards had additional portables at schools offset by decreased portables at other schools, these were modelled as portable relocations at $27,000 per portable. For example, if a board averaged 8 portable additions and 5 portable removals over the three-year history, the Temporary Accommodation allocation was calculated as $495,000 (3 portable purchases at $120,000 each and 5 portable relocations at $27,000 each). In order to ensure fair and accurate temporary accommodation funding in future years, it is recommended that boards reflect any changes to their portable inventory in SFIS before January 31st each year.

New in 2016-17, unspent funds of a board’s Temporary Accommodation allocation from the previous year will be carried forward and placed in deferred revenue for spending on temporary accommodation.

Expected lease costs are calculated by summing the board’s Revised Estimates for Portable Leasing Costs and Operating Lease Cost for Instructional Space.

**Capital Planning Capacity Program**

The Capital Planning Capacity (CPC) program was introduced in 2014–15 to support school boards in acquiring additional resources to undertake a range of capital planning-related activities. Program details for both the 2015–16 and 2016–17 school
years were released in March 2016, and these details are available in memorandum 2016:B4, Capital Planning Capacity Program 2015–16 and 2016–17.

For both the 2015–16 and 2016–17 school years, $8.3 million will be available to support capacity planning capacity in school boards.

The CPC funding is divided into two categories:

- Capacity Building ($4.7 million per year) and Data Management ($3.0 million per year)
- Joint Use Schools Initiatives ($600,000 per year)

**Capacity Building**

In both 2015–16 and 2016–17, $4.7 million (per year) in CPC funding for Capacity Building allows boards with excess capacity to:

a. Ensure they develop capital plans to effectively right-size and manage excess capacity in their schools;
b. Support boards to undertake accommodation review processes;
c. Identify and develop potential facility partnership opportunities in underutilized schools that have been deemed by the board as being viable to support such arrangements; and
d. Support boards to hire third-party mediation services to facilitate municipal/board planning discussions and to support cooperative planning.

Capacity Building funding was targeted to 43 eligible school boards in 2015–16 and 2016–17. Eligibility for CPC funding is determined by first calculating the overall impact of the School Board Efficiencies and Modernization initiative (i.e. fully implemented changes to top-up funding) on each board’s School Facility Operations and Renewal (O&R) Grant. School boards are divided into four groups according to the percentage change to each board’s O&R Grant:

- Group A – O&R reduction greater or equal to 5%
- Group B – O&R reduction between 5% and 0%
- Group C – O&R increase between 0% and 5%
- Group D – O&R increase greater or equal to 5%

All boards that fall into Group A are eligible for Capacity Building funds.

All boards that fall into Group D are not eligible for Capacity Building funds.

Boards in Group B and Group C:
• If less than 15% of the total number of the schools of the board are qualifying schools (defined as: schools with utilization at 65% or less*), then the board is not eligible for capacity building funds.

• If more than 15% of the total number of the schools of the board are qualifying schools (schools with utilization at 65% or less*), and the board is experiencing a three-year consecutive decline in enrolment in (at least) one panel**, then the board is eligible for capacity building funds.

*Based on ADE Estimates for 2015-2016, released in March 2015.

**Starting with ADE Estimates for 2015–16.

Data Management

In both 2015–16 and 2016–17, $3.0 million (per year) in CPC funding for Data Management allows all 72 boards to increase decision making capacity by enhancing the ability to update and manage school facility data in a timely manner.

Funding was allocated in 2015–16 and 2016–17 using a base funding amount and a scaling factor. The scaling factor is used as a multiplier intended to increase the base amount relative to board size and board need. The scaling factors for Capital Planning and Data Management are related to board size in terms of the total number of schools of the board. The scaling factors for Accommodation Review Committee (ARC) Processes and Mediation/Hubs/Partnerships are related to board need in terms of the number of schools a board has that are defined as CPC eligible schools (see above).

The base amounts are as follows:
• Capital Planning base amount: $22,000
• ARC Processes base amount: $22,000
• Mediation/Hubs/Partnerships base amount: $4,550
• Data Management base amount: $30,500

For Capital Planning and Data Management, the scaling factors are (A):
• 1.0 if the board has 0-25 schools
• 1.20 if the board has 26-50 schools
• 1.44 if the board has 51-100 schools
• 1.73 if the board has 101-150 schools
• 2.08 if the board has 151-250 schools
• 2.5 if the board has 251-350 schools
• 3.00 if the board has over 350 schools

For ARC Processes and Facility Partnerships, the scaling factors are (B):
• 1 if the board has 0-4 CPC qualifying schools
• 2 if the board has 5-10 CPC qualifying schools
• 3 if the board has 11-20 CPC qualifying schools
• 4 if the board has 21-30 CPC qualifying schools
• 5 if the board has 31-40 CPC qualifying schools
• 6 if the board has 41-50 CPC qualifying schools
• 7 if the board has more than 50 CPC qualifying schools

The calculation is as follows:

\[
\begin{align*}
\text{Capacity Building} \\
\text{(Eligible Board only)}
\end{align*}
\begin{align*}
&= \left( \frac{\$22,000}{A} \right) + \left( \frac{\$22,000}{B} \right) + \left( \frac{\$4,550}{B} \right) + \frac{\text{Data Management (all boards)}}{A}
\end{align*}
\]

The $7.7 million (per year) in funding for Capacity Building and Data Management will be flowed through the School Board Administration and Governance Grant.

Support for Joint Use Schools

The Ministry has earmarked $600,000 of the CPC funding to encourage the development of more joint use schools between two or more boards.

Capital Funding for New Construction of Child Care

In April 2015, the Ministry announced $120 million over three years towards the Capital Funding for New Construction of Child Care policy. In order to create a comprehensive policy approach for child care that aligns with capital policies for schools, under this policy school boards work in partnership with their municipal partners to apply for funding for the construction of new child care space as part of the Ministry’s Capital Priorities Grant program or the School Consolidation Capital program. This new policy replaces the Capital Funding Policy to Replace Child Care Spaces in Replacement Schools, but funding remains available to replace child care spaces resulting from school closures.

To date, the Ministry has allocated more than $80 million of this funding resulting in 2,901 new licensed child care spaces in schools.
Schools-First Child Care Capital Retrofit Funding

On July 10, 2012, the Ministry announced the introduction of a new Schools-First Child Care Capital Retrofit Policy. Details regarding the implementation and funding approach were released on November 8, 2012. Under the policy, $113 million was allocated to school boards. The policy is intended to guide the education and child care sectors as they plan for and repurpose school space to transition to serving children 0 to 3.8 years in licensed school-based child care. This investment is a foundation piece of the vision to modernize child care and supports the Government's decision to build a high-quality, accessible and coordinated early learning and child care system.

A schools-first approach for child care capital supports greater alignment between child care and full-day kindergarten. This investment will also create opportunities for community-based operators to relocate to schools.

Of the $133 million allocated for this policy, school boards received approximately $69 million in 2012-13, $41 million in 2013-14 and $3 million in 2014–15. Unspent funds can be placed in deferred revenue to be used solely for the purposes of this policy up to August 31, 2017.

The implementation timelines for the Schools-First Child Care Capital Retrofit Policy have been extended to August 31, 2017, to allow more time for school boards, Consolidated Municipal Service Managers and District Social Services Administration Boards to work together to identify viable space for retrofit purposes and meet provincial targets.

Full-day Kindergarten (FDK)

In October 2009, the Government announced a phased approach to support Full-day Kindergarten (FDK) for four and five year olds. Over five years, the Government has allocated just over $1.45 billion in capital funding to support the implementation of FDK. While boards continue to address their permanent capital needs to accommodate FDK, the program is now available to all four and five year olds in Ontario.
Capital Accountability Procedures

The Ministry introduced new capital accountability measures starting November 1, 2009. These measures apply to all new capital projects that school boards undertake related to new schools, additions, or major school retrofits.

Approval Point 1 – Pre-Design

Facility Space Template

Boards must complete the Facility Space Template as the first approval point for new schools and major additions or retrofits that cost more than 50 percent of the value of the existing school. The Ministry must approve the template prior to the board retaining the services of an architect.

Facility Space Templates were developed to capture instructional and operational elements and calculate the approximate square footage for new elementary and secondary schools. The templates were designed by school board officials to demonstrate how school boards’ needs can be accommodated within the Ministry's space benchmarks and to assist boards in evaluating potential square footage modifications, if needed.

In order to ensure consistency with variable space benchmarks, the Ministry has developed new Facility Space Templates which allows boards to compare their project plan with the recommended space configuration upon which the benchmarks are determined.

Appointment of a Project Manager

Boards are required to appoint a Project Manager (either internal staff or an external resource) for each capital project. The Project Manager will oversee all aspects of the project including monitoring the budget and project timelines and ensuring processes are in place for issues such as change orders and other internal approvals. The Project Manager will also serve as the point of contact between the board and the Ministry for the duration of the project.

Approval Point 2 – Pre-Tender

Independent Cost Consultant

The Ministry also requires that an Independent Cost Consultant be retained by the board. The role of the Cost Consultant is to review the design, provide objective costing analysis and advice, and report to the board on options to ensure that the proposed capital expenditure is within the approved budget, prior to tendering a project. The
Ministry will require a letter from a senior board official confirming that the project estimate by the Cost Consultant is within the approved budget, as part of the board's request for Approval to Proceed with the project.

Approval to Proceed with Capital Projects

School boards are not permitted to tender capital projects without first receiving Ministry approval to do so. To receive an approval, boards must submit a completed Approval to Proceed form outlining their expected project costs and available funding for the project. This process was implemented to ensure that boards have the financial resources to carry capital projects to completion. There is one exception to this approval requirement. FDK capital projects that cost less than $250,000 do not require a Ministry Approval to Proceed. This exemption only applies for stand-alone FDK projects, and a cost estimate for the project would still be required.

Approval Point 3 – Post-Tender

If the tendered amount for the capital project is consistent with the pre-tender project approval, the board may proceed to accept the tender. However, if the tendered amount for the capital project is higher, boards must identify strategies to reduce the tender commitment such that it does not exceed the benchmark funding for the project prior to accepting the tender. These strategies must be approved by the Ministry or the board may be directed to redesign the project. The Ministry strongly recommends that boards include optional components to the tender proposal to provide for some pricing flexibility.
School authorities (sometimes called “isolate boards”) are very small school boards, usually located in remote areas of Ontario or in some children’s hospitals. Funding for school authorities recognizes the unique costs of operating very small schools in remote areas and in institutions.

This allocation is authorized through education funding regulations, but funding levels are not determined through the GSN regulation. However, school authorities’ allocations are based on education funding benchmarks consistent with the GSN, including capital lease arrangements, to the extent possible, with provisions for special approval by the Ministry of Education.
Enrolment

Calculation of Average Daily Enrolment (ADE)

For the purposes of funding through the GSN, only "pupils of the board" are counted, except for the enrolment used to calculate the components of the Board Action Plans (BAP) Allocation as they include students for whom fees are chargeable under the tuition fees regulation. Pupils described in the section on Fees (page 137) are not considered to be pupils of the board for the purposes of calculating grants to school boards, even if enrolled in a board’s school.

Under the school year reporting that covers the period from September to August, ADE is calculated for the following:

**Day-school Pupils**

Day-school ADE is based on the existing two count dates within the school year – October 31 and March 31.

Elementary day-school pupils and secondary day-school pupils (excluding adult day-school pupils and the high-credit ADE of secondary day-school pupils) are funded through most components of the GSN, unless otherwise specified.

The ADE of adult day-school pupils (21 years of age or older as of December 31, 2016) and the high-credit ADE of secondary day-school pupils are primarily funded through the Continuing Education and Other Programs Grant.

**High-credit Day School ADE**

The portion of a pupil’s enrolment over the 34-Credit Threshold is to be captured in the high-credit day-school ADE category. High-credit day-school ADE is funded at the Continuing Education rate.

Details of the 34-credit threshold policy, introduced in 2013–14, are available in the document entitled Technical Instructions for Implementing the 34-Credit Threshold Policy, which is available on the Ministry’s website.

**Continuing Education and Summer School Pupils**

Funded through the Continuing Education and Other Programs Grant, the ADE of continuing education and summer school pupils is calculated based on classes or courses in which the pupils are enrolled.
Fees

Boards are required to charge tuition fees for non-resident visa students, students residing in a First Nation community, and students from out of province.

Boards are able to determine the fees that they charge in respect of visa students and students residing in a First Nation community for regular day-school programs, continuing education, and summer school programs. The boards must, however, charge as a minimum, the base fee calculated in accordance with the Tuition Fees regulation (the BAP Allocation will not be included in the base fee calculation).

The provisions for fees in respect of pupils whose parents or guardians reside on tax-exempt land has been maintained at $40 per month per family.

The funding regulations were amended beginning in the 2003–04 school year to provide revenue to school boards for the payment of fees when a board and First Nation band council or education authority have negotiated a reverse tuition agreement, under which pupils of the board attend a school operated by a First Nation band council or education authority. This provision is ongoing.

The *Education Act* requires school boards to waive fees for some international students such as children whose parents have applied for permanent residence in Canada and children whose parents are studying at a publicly funded Ontario university or college.
Reporting and Accountability

The Ministry has established the following dates for submission of financial reports in 2016–17.

- **June 30, 2016**: Board Estimates for 2016–17
- **November 15, 2016**: Board Financial Statements for 2015–16
- **November 25, 2016**: Board Enrolment Projections for 2017–18 to 2020–21
- **December 15, 2016**: Board Revised Estimates for 2016–17
- **May 15, 2017**: Board Financial Report for September 1, 2016 to March 31, 2017

Financial reporting, monitoring, and auditing are important elements of an overall accountability framework associated with funding that is provided for education. The Ministry continues to monitor that grant claims by school boards are in accordance with the grant regulations and that school boards are in compliance with provincial standards and legislation, and funding envelopes.

Some of the measures that the Ministry has taken to ensure compliance include:

- withholding grants when a board is not in compliance,
- requiring boards to prepare and submit deficit management plans when necessary, and
- directing boards to take measures to become compliant.

Boards’ financial statements are on a Public Sector Accounting Board (PSAB) standard. The Ministry has implemented the accounting standard on government transfers and this has resulted in a closer alignment between PSAB and budget compliance. There are, however, still some expense exceptions to PSAB for budget compliance, most of which relate to employee benefits. Action taken to reduce the gap is addressed in the Balanced Budget section of this document.
Balanced Budget, Enveloping, Flexibility, and Other Reporting Requirements

Education funding is intended to mirror cost structures, but boards have flexibility in their actual expenditures. It is up to boards to determine their detailed budget commitments within the terms of the Education Act and other relevant regulations and memoranda.

Education funding recognizes that school boards need flexibility to decide how best to allocate resources within their budgets. At the same time, there are restrictions on how school boards may use certain components of their allocation.

Limitations are detailed below:

- Budgets must be balanced.
- Class-size targets are to be met.
- The Special Education Grant is limited to special education expenditures.
- The allocations within the Student Achievement Envelope of the Learning Opportunities Grant are limited for use collectively on seven programs.
- The Library Staff Allocation is to be used to fund library staff.
- Each board is required to spend at least half of the minimum funding received for the dedicated position through the First Nation, Métis, and Inuit Education Supplement Per-Pupil Amount, and confirm that any remainder has been used to support the Framework through its Board Action Plan (BAP).
- The Mental Health Leader Allocation is to be used to ensure that each board has at least one Mental Health Leader.
- New Teacher Induction Program (NTIP) funding is to be used for eligible NTIP expenditures which are required to meet NTIP program requirements.
- School Board Administration and Governance spending shall not exceed the grant allocation (excluding internal audit).
- The School Renewal Allocation is primarily limited to capital renewal expenditures.
- The School Condition Improvement Allocation is to be used for renewal expenditures that are capitalized.
- Capital funding is to be used for approved capital projects.
The Temporary Accommodation Allocation is to be used for portable moves, leases, and purchases, as well as lease costs for permanent instructional space.

A portion of GSN funding is to be used first for minor tangible capital assets (furniture and equipment that is capitalized). The Ministry also provides funding outside the GSN through Education Programs -Other (EPO) for a variety of projects. Restrictions related to this funding are included in Transfer Payment contracts.

Balanced Budgets

School boards are required to have balanced budgets, which require total spending to be equal to, or less than, total revenue. However, there are circumstances where an in-year deficit is permissible if there were prior surpluses (called accumulated surplus). The draw on the accumulated surplus is limited to ensure that this action does not place the board at undue financial risk. The draw on the accumulated surplus is limited to:

- the board's accumulated surplus for the preceding year, and
- 1 percent of the board's operating revenue.

Carrying a deficit larger than this amount requires approval from the Minister of Education.

FDK and Primary Class Size Compliance

School boards are required to organize FDK and primary classes to achieve the requirements set out in Ontario Regulation 132/12 – Class Size. As announced in the memorandum 2015: B07 - Grants for Student Needs Funding for 2015–16, the Ministry will begin to take action to ensure compliance with the FDK and Primary (grades 1 to 3) provisions of the Class Size regulation (O. Reg. 132/12).

For any board that is not compliant:

- In year one of non-compliance, board Chairs and Directors will be notified by the Minister and Deputy Minister and required to submit a compliance management plan detailing how the board will become compliant with class size regulations.
- In year two of non-compliance and beyond, board Chairs and Directors will be notified by the Minister and Deputy Minister and subject to the following requirements:
  - A one percent reduction in the GSN envelope for board administration and governance after two years of non-compliance.
  - A three percent reduction after three years, similar to the year two reduction.
  - A five percent reduction after four years, similar to the other reductions.
  - The Ministry will also conduct an analysis of that board’s use of other revenues for administrative purposes to determine if further restrictions are necessary.
In any year, a board that does not submit its FDK and Primary class size information to the Ministry by the October deadline will be subject to immediate cash withholdings equivalent to 50 percent of monthly GSN transfers from the Ministry.

In any year, a board that demonstrates compliance with the class size regulations and reporting will have the above requirements or withholdings lifted, subject to the approval of the Minister.

The Ministry will be releasing 2015–16 FDK and Class Size information in the coming months and will notify non-compliant boards. Any requirements related to non-compliance for 2014–15 and 2015–16 will be applied to the 2016–17 GSN. Going forward, requirements will be imposed in-year.

Special Education Grant

Boards will be required to use the Special Equipment Amount (SEA) Per Pupil Amount on eligible expenditures that comply with the SEA funding guideline. These will include items such as computers, software, computing-related devices, and other required supporting equipment as identified for use by students with special education needs. Any unspent SEA Per Pupil Amount funding must be reported in a deferred revenue account to be used for future special equipment purchases.

Any eligible spending in excess of the funding for SEA Per Pupil Amount will be included in the special education spending that will be measured against the broader special education envelope described below.

The special education envelope establishes the minimum that each board must spend on special education, however, boards may spend more on special education programs and support. Boards must take into account any EPO funding that applies to special education programs in the determination of their compliance with the special education enveloping provisions. The Ministry specifies types of spending for which the Special Education Grant may be used and the list of allowed costs. Boards must spend the amount of the special education expenditure envelope (net of the SEA Per Pupil Amount component that is subject to spending restrictions outlined above), as determined by the enveloping provisions of the regulation, for the additional costs of special education programs and support, that is, the costs above the regular costs of pupils’ education supported by the Pupil Foundation Grant and the other special purpose grants. Boards must report unspent special education funds in a deferred revenue account to be used for special education in the future.

Student Achievement Envelope

The allocations within the Student Achievement Envelope of LOG are:

- the Literacy and Math Outside the School Day Allocation,
• the Student Success, Grades 7 to 12 Allocation,
• the Grade 7 and 8 Literacy and Numeracy and Student Success Teachers,
• the School Effectiveness Framework Allocation,
• the Ontario Focused Intervention Partnership (OFIP) Tutoring Allocation,
• the Specialist High Skills Major (SHSM) Allocation, and
• the Outdoor Education Allocation.

Boards may use the allocations above only for these programs, and must treat any unspent funding as deferred revenue for future spending in these programs. There is flexibility in how boards may use some of the individual allocations within the Student Achievement Envelope, as long as the funds in total are spent on the seven programs in the envelope.

New Teacher Induction Program (NTIP)

Boards are expected to use NTIP funding for eligible NTIP expenditures and are required to meet NTIP program requirements according to legislation and the New Teachers Induction Programs: Induction Elements Manual, and to participate in any NTIP-related support and evaluation activities. Boards are expected to continue to submit an NTIP plan and a final report (including a detailed accounting statement) to the Teaching Policy and Standards Branch via the Ministry’s regional offices.

School Board Administration and Governance

The School Board Administration and Governance Grant enveloping provision incorporated in the GSN requires that board’s net administration and governance expenses in a fiscal year do not exceed the administration and governance limit. The review of compliance is therefore deferred to 2016–17.

Safe and Accepting Schools Supplement

To ensure that allocations in the Safe and Accepting Schools Supplement continue to be directed to achieving safe, inclusive, and accepting school environments, and to enhance prevention and intervention initiatives, the Ministry has introduced enhanced reporting requirements for the Safe and Accepting Schools Strategy Allocation. These requirements complement the reporting already in place for the Urban and Priority High Schools Allocation.
School Renewal

The allocation for school renewal establishes the minimum that each board must spend on these components. This restriction is intended to ensure that boards dedicate the resources provided for major repairs for the creation and renewal of safe and functional schools where students can learn.

While this funding is intended primarily for expenditures that are in general capitalized, boards have had significant flexibility on how this is done – whether through larger repairs, major renovation, replacement, leasing, additions, or other partnership agreements. Unspent funds in any particular year from this allocation must be reported in a deferred revenue account. This deferred revenue may be brought into revenue or in a deferred capital account (deferred capital contribution) in the future as boards incur expenditures to ensure the physical integrity and safety of school buildings.

As of 2014–15 and going forward, any increase in the amount of school renewal funding directed towards operating expenses, under this allocation, will be limited to an additional 5 percent of each board’s historical three year average amount spent on operating (using the 2010-11, 2011-12 and 2012-13 school years). This is to ensure that part of this funding continues to be used for depreciable type expenses. The envelope for each board will remain the same for 2015–16 and 2016–17.

School Condition Improvement

Boards are expected to use the School Condition Improvement amount on expenditures categorized in the Ministry’s Uniform Code of Accounts as a renewal expenditure. Further the expenditure must meet the requirements to be capitalized under the terms of the document entitled School Board and School Authority Tangible Capital Assets: Provincial Accounting Policies and Implementation Guide.

Capital Projects

All expenditures incurred by boards within their individual remaining spending room under the program are restricted to the approved projects meeting the conditions under that program.

Expenditures incurred by boards against their remaining approval room relating to approved expenditures that were previously supported by the Good Places to Learn program (GPL Renewal Stages 1 to 4, Primary Class Size [PCS] Reduction, Growth Schools, Capital Transitional Adjustment, Prohibitive to Repair [PTR], and the Capital Priorities Program) are restricted to the approved projects meeting the conditions under those programs.

FDK capital funding is to be used for additions including portables acquisitions, or major retrofits a board needs to undertake to accommodate the program.
Minor Tangible Capital Assets and Interest on Capital Debt

The operating grants provided under GSN includes funding to purchase certain furniture and equipment (F&E) that are of a capital nature and are required to be capitalized in accordance with the Tangible Capital Assets (TCA) guide. A portion of the total operating allocation will be identified to be applied first to those F&E capital purchases. Any residual amount will be used for general operating purposes. Interest on capital debt includes interest on long-term debt that relates to capital spending on supported capital programs as well as interest on related spending that are not permanently financed. The TCA guide requires boards to capitalize interest costs on capital asset expenditures where the assets are not yet in service. In light of the new reporting requirements, the allocation for interest on capital debt will be applied first to interest costs that are capitalized, and any residual amount will be reported as an operating revenue to be used against operating expenses.
The provincial share of education funding for 2016–17 is calculated by deducting each board’s revenue from property taxes for 2016–17 from the total funding allocation determined by the education funding formulas. Tax revenue is based on 38 percent of the 2016 calendar year property taxes and 62 percent of the 2017 calendar year property taxes, plus 2016 supplementary taxes less 2016 tax write-offs.

The expenses of a board that are not incurred in a fiscal year by reason of strike affecting the operations of the board will be recovered by the Province. The amount is equal to the “strike savings” less the “eligible expenses” incurred by the board and approved by the Minister. The Minister shall approve expenses if they are necessarily incurred by the board in connection with the strike and the amount of those expenses is reasonable in the circumstances. For additional information please see Memo 2013: SBo2 “Eligible Expenses Resulting From Labour Disruption.”

For boards that include territory without municipal organization, the Ministry will permit these boards to deduct actual costs for trustee elections from property tax revenue. Boards are encouraged to enter into partnerships with other boards or adjacent municipalities to run elections efficiently.

**Provincial Funding and Property Taxes**

Education funding determines each board’s overall funding allocation. Property tax revenue provides a part of the allocation and the Province provides additional funding up to the level set by the education funding formulas.

The Government sets a uniform tax rate, based on a current-value assessment system, for all residential properties. The Government also sets property tax rates for business properties.
## Appendix A – Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABA</td>
<td>Applied Behaviour Analysis</td>
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<tr>
<td>ADE</td>
<td>Average Daily Enrolment</td>
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<tr>
<td>ALF</td>
<td>Actualisation linguistique en français</td>
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<tr>
<td>AODA</td>
<td>Accessibility for Ontarians with Disabilities Act</td>
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<tr>
<td>ARC</td>
<td>Accommodation Review Committee</td>
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<tr>
<td>BA</td>
<td>Banker’s Acceptance rate</td>
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<tr>
<td>BAP</td>
<td>Board Action Plan (on First Nation, Métis, and Inuit Education)</td>
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<tr>
<td>BEA</td>
<td>Behaviour Expertise Amount</td>
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<tr>
<td>CPC</td>
<td>Capital Planning Capacity program</td>
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<td>CSD</td>
<td>Census Sub-Division</td>
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<td>CUS</td>
<td>Community Use of Schools</td>
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<td>DCC</td>
<td>Deferred Capital Contributions</td>
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<tr>
<td>DEA</td>
<td>Declining Enrolment Adjustment</td>
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<td>ECE</td>
<td>Early Childhood Educator</td>
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<tr>
<td>E&amp;E</td>
<td>Effectiveness and Efficiency</td>
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<tr>
<td>EFIS</td>
<td>Education Financial Information System</td>
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<td>ELD</td>
<td>English Literacy Development (formerly English Skills Development)</td>
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<td>EPO</td>
<td>Education Programs - Other</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>F&amp;E</td>
<td>Furniture and Equipment</td>
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<td>FA</td>
<td>Facilities Amount</td>
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<td>FBA</td>
<td>Funded Board Administration (staff)</td>
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<tr>
<td>FDK</td>
<td>Full-day Kindergarten</td>
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<td>FFL</td>
<td>French as a First Language</td>
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<tr>
<td>FSL</td>
<td>French as a Second Language</td>
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<tr>
<td>FTE</td>
<td>Full-Time Equivalent</td>
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<tr>
<td>GAF</td>
<td>Geographic Adjustment Factor</td>
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<td>GFA</td>
<td>Gross Floor Area</td>
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<td>GPL</td>
<td>Good Places to Learn</td>
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<td>GSN</td>
<td>Grants for Student Needs</td>
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<td>HNA</td>
<td>High Needs Amount</td>
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<td>HR</td>
<td>Human Resources</td>
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<td>HST</td>
<td>Harmonized Sales Tax</td>
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<td>IT</td>
<td>Information Technology</td>
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<tr>
<td>JK</td>
<td>Junior Kindergarten</td>
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<tr>
<td>LICO</td>
<td>Low Income Cut-Off</td>
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<td>LOG</td>
<td>Learning Opportunities Grant</td>
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<tr>
<td>LTO</td>
<td>Long-term Occasional Teachers</td>
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<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>MOV</td>
<td>Measures of Variability</td>
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<td>NL</td>
<td>Native Languages</td>
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<td>NPP</td>
<td>New Pupil Places</td>
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<td>OFA</td>
<td>Ontario Financing Authority</td>
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<td>OFIP</td>
<td>Ontario Focused Intervention Partnership</td>
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<td>OnSIS</td>
<td>Ontario Student Information System</td>
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<td>OSR</td>
<td>Ontario Student Record</td>
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<tr>
<td>OTG</td>
<td>On-the-Ground Capacity</td>
</tr>
<tr>
<td>OTPP</td>
<td>Ontario Teachers’ Pension Plan</td>
</tr>
<tr>
<td>NTIP</td>
<td>New Teacher Induction Program</td>
</tr>
<tr>
<td>PANA</td>
<td>Programme d’appui aux nouveaux arrivants</td>
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<tr>
<td>PCS</td>
<td>Primary Class Size</td>
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<tr>
<td>PFG</td>
<td>Pupil Foundation Grant</td>
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<tr>
<td>PLAR</td>
<td>Prior Learning Assessment and Recognition</td>
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<tr>
<td>PSAB</td>
<td>Public Sector Accounting Board</td>
</tr>
<tr>
<td>PTR</td>
<td>Prohibitive-to-Repair</td>
</tr>
<tr>
<td>Q&amp;E</td>
<td>Qualifications and Experience</td>
</tr>
<tr>
<td>REP</td>
<td>Reporting Entity Project</td>
</tr>
<tr>
<td>RSCA</td>
<td>Rural and Small Community Allocation</td>
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<td>RSCM</td>
<td>Rural and Small Community Measure</td>
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<tr>
<td>SAF</td>
<td>Supplementary Area Factor</td>
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<tr>
<td>SBEM</td>
<td>School Board Efficiencies and Modernization</td>
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<tr>
<td>SBCBA</td>
<td><em>School Boards Collective Bargaining Act</em></td>
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<tr>
<td>SCC</td>
<td>School Consolidation Capital</td>
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<tr>
<td>SCI</td>
<td>School Condition Improvement</td>
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<tr>
<td>SEA</td>
<td>Special Equipment Amount</td>
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<tr>
<td>SEPPA</td>
<td>Special Education Per-Pupil Amount</td>
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<tr>
<td>SESPM</td>
<td>Special Education Statistical Prediction Model</td>
</tr>
<tr>
<td>SFIS</td>
<td>School Facilities Inventory System</td>
</tr>
<tr>
<td>SHSM</td>
<td>Specialist High Skills Major</td>
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<tr>
<td>SIP</td>
<td>Special Incidence Portion</td>
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<tr>
<td>SK</td>
<td>Senior Kindergarten</td>
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<tr>
<td>TCA</td>
<td>Tangible Capital Assets</td>
</tr>
</tbody>
</table>