

**2018-2019 Guiding Principles for the Student Success, Grade
7 to 12 Allocation in the Grants for Student Needs (GSN) –
Learning Opportunities Grant (LOG) Funding**

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2018-2019 Guiding Principles for the Student Success, Grade 7 to 12 Allocation in the Grants for Student Needs (GSN) – Learning Opportunities Grant (LOG) Funding:

The following guidelines have been developed to assist District School Boards in their allocation of funds received as part of the Student Success, Grade 7 to 12 Allocation within the Learning Opportunities Grant (LOG) portion of the Grants for Student Needs (GSN).

New for 2018-19:

In 2018-19 the Student Success Leader salary and benefits, individual professional learning support and travel expenses process have been enveloped into a newly created Program Leadership Allocation (PLA) within the School Board Administration and Governance Grant. Funding information related to the PLA can be found in the 2018-19 Technical Paper.

The new PLA aligns the leadership funding into one envelope, with flexibility to move lead funding around the six leads, and ensures all leads have access to funds for travel and professional development (subject to minimum hiring requirements). The ministry wanted to ensure that there was as much equity as possible among the ministry-funded leads.

There has been no change to the funding formula that is used to determine funding for the Student Success, Grade 7 to 12 funds allocated to District School Boards in 2018-19. Boards may see less funding in their LOG portion from last year due to transfer of Lead funding to the PLA.

Purpose of the Funding

The Student Success, Grade 7 to 12 Allocation funds the implementation of supports to assist students who may not otherwise achieve their full potential. The allocation plan should align with the context of the board and school improvement plans.

Students should be supported in the following four key areas:

- Improving Instruction and Increasing Student Engagement in Literacy
 - increased opportunities for students to participate in meaningful and engaging learning, and
 - specialized supports for students to meet graduation requirements, including passing the Grade 10 literacy test,
- Improving Instruction and Increasing Student Engagement in Numeracy

- in conjunction with funding and activities for the Renewed Mathematics Strategy,
- increased opportunities for students to participate in meaningful and engaging learning, and
- specialized supports for students who are not achieving consistent success.
- Ensuring Equitable Access to Pathways, through
 - the delivery of effective education and career/life planning programs,
 - equitable transition supports from grade-to-grade, school-to-school and after graduation, and
 - navigational supports to students' initial post-secondary destination (e.g. community, college, apprenticeship, university and workplace).
- Community, Culture and Caring

Expenditures Reporting

The total 2018-19 Ministry LOG grant for Student Success for your board will be pre-populated in the Student Success/Learning to 18 Expenditures Report, which is located within the [GoSecure platform](#).

Board expenditure projections are reported in September of each school year, while the actual expenditures are due in October of the following year. A memo outlining the DSB reporting process will be sent out closer to the report due date.

Funding Allocation Key Activities Breakdown

To support the achievement of the goals outlined above, District School Boards may allocate funds to the following activities:

1. Professional Learning Supports

Schools and boards may offer release time and cover event costs as required to facilitate learning, collaboration, and job-embedded innovation for professional learning teams.

Supporting learning teams across the board and across panels in professional learning that identifies and addresses the learning, engagement, well-being and equity needs of students, especially those in risk situations

2. Student-centered Learning Opportunities

Including expenditures related to student participation and teacher support/supervision for:

- Student transportation to SS/L to 18 programs or activities
- Staffing supports for activities occurring outside of regular school hours
- Opportunities for students (including re-engagement of early leavers) to explore careers and areas of study through experiential learning
- Board or school-based initiatives related to student voice, equity and well-being
- Admission fees for student activities

3. Resources (to a maximum of 10% of total funds) for Student Success programs or initiatives

- Event swag (e.g. t-shirts and other materials)
- Technology
- Fees for invited speakers, visiting organizations

4. Implementation Supports (to a maximum of 35% of total funds)

a. Central Implementation Support (to a maximum of 15% of total funds)

To support the Student Success Leader with school and system leader capacity building, as well as support for system implementation of Student Success initiatives. This is in addition to any funding for central coordination provided through SHSM, SCWI Dual Credits etc.

Central implementation activities may include:

- the implementation of ministry-developed resources and/or board related resources to support literacy and/or numeracy instruction,
- capacity building for school and system leaders to lead and support the implementation of differentiated instruction,
- capacity building for school and board teams regarding equitable access to all post-secondary destinations (apprenticeship, college, community living, university and the workplace)
- focus on both cross-curricular and subject-specific implementation of the 4-step inquiry process

b. School Implementation Supports (to a maximum of 20% of total funds)

To support educator capacity building aligned with the Student Success Strategy at the school level (e.g. math, literacy and differentiated instruction facilitators).

As per the Ontario Schools policy (3.2.1), the school-based Student Success team should meet regularly and include, at a minimum, the Student Success teacher, and representation from administration, guidance, and special education. The inclusion

of other members such as classroom teachers, child and youth workers, social workers, and attendance counsellors will be determined by local needs.

Examples of school-based supports include:

- support for the implementation of school-based processes to identify, track, monitor and differentiate educator response for students who may not be on track to graduate within 4/5 years
- support for the implementation and monitoring of school-based literacy action plans
- support for improving instruction in mathematics to meet the needs of students who are not achieving consistent success
- building an inclusive and engaging school, classroom and community environments that are conducive to student learning through:
 - differentiated instruction and assessment,
 - transition planning and orientation programs,
 - developing and promoting instructional practices, resources, student-teacher partnerships
 - implementation of authority/reporting structures that allow all students' voices to be heard and empower students to make meaningful contributions to school environment, culture, and practice.
- implementing Credit Recovery and Credit Rescue programs
- community outreach and involvement, parent engagement and partnerships for program support.

Note: Central implementation support funds, if not used centrally, can be directed to local school implementation support (to a maximum of 35% of total funds). However, school implementation support funds cannot be directed to central support. It is not required that any funding be spent in either category.