

Education Funding

Technical Paper

2007–08

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Introduction

Purpose

This paper contains details of the education funding grant formulas and other criteria for education funding through the Grants for Student Needs (GSN) for the 2007–08 school year. It is intended to provide an overview of the formulas that are used to calculate school boards' 2007–08 allocations for budgeting and financial reporting purposes.

The grant formulas outlined in this paper are based on the following regulations: *Grants for Student Needs – Legislative Grants for the 2007-2008 School Board Fiscal Year*, *Calculation of Average Daily Enrolment for the 2007-2008 School Board Fiscal Year*, and *Calculation of Fees for Pupils for the 2007-2008 School Board Fiscal Year*.*

Changes for 2007–08

A summary of the changes in the 2007–08 education funding approach is provided below. Further details are outlined in the relevant sections of this paper.

In 2007–08, funding to school boards through the Grants for Student Needs (GSN) is projected to be \$18.45 billion. This represents an increase of \$963 million over the GSN allocation for the 2006–07 school year and maintains the Government's multi-year funding commitment to elementary and secondary education.

The Government will also continue to support other important initiatives with investments outside the GSN, including support for the Literacy and Numeracy Secretariat, Student Success, Aboriginal education, Safe Schools, and the renewal of the teaching profession.

* Should there be any discrepancy between this paper and the regulations, the regulations prevail.

In this section the brief descriptions of the enhancements and changes to the GSN for the 2007–08 school year, are grouped as follows:

- new grants / allocations;
- support for ongoing reforms;
- support for student achievement;
- new investments; and
- school capital programs.

New Grants / Grant Components

Program Enhancement Grant

New in 2007–08, the \$35 million Program Enhancement Grant will fund programs that support Ontario’s commitment to a well-rounded education, such as arts and music programs, physical education and outdoor education. This grant may be used to fund or enrich existing programs or to offer new programs.

First Nations, Métis, and Inuit Education Supplement

To support the goal of improved achievement as outlined in the *Ontario First Nation, Métis, and Inuit Education Policy Framework* document of January 2007, the \$10.5 million First Nations, Métis, and Inuit Education Supplement is being introduced. This funding will help boards offer and expand Native Language and Native Studies courses, and support programs that assist aboriginal students.

Supported Schools Allocation

In 2006–07, the Government introduced the School Foundation Grant, to provide ongoing, stable funding for the cost of principals, vice-principals and secretaries in open and operating schools. This grant recognized the fixed costs of school leadership and administration, and addressed the concerns of school boards with declining enrolment by ensuring that these fixed costs were funded.

The response of school boards to this new grant addressing fixed costs has been very positive. Building on this success, the Government is introducing the Supported Schools Allocation of the Geographic Circumstances Grant. The Supported Schools Allocation, projected to be approximately \$60 million in 2007-08, expands school-based support to benefit small Ontario communities where schools have low enrolment and are a significant distance from other schools of the board.

Rural and Small Community Allocation

Support for boards with schools in rural or small communities will be enhanced with the new Rural and Small Community Allocation. This allocation is based on the Rural and Small Community Measure, which represents the proportion of a municipality's population residing in rural areas or small communities. Part of the Geographic Circumstances Grant, this new allocation is projected to be approximately \$5 million in 2007-08.

Support for Ongoing Reform

Special Education

The Government is providing \$25 million in additional funding to enhance the Special Education Grant in 2007–08. This investment will provide stable funding levels for boards with declining enrolment and will support growth in the number of claims for highest needs students as work continues on developing a new funding approach.

Student Transportation

An estimated additional \$29.2 million is being invested in 2007–08 to support student transportation. This investment builds on the Government's commitment to the three-year reform approach for student transportation which was announced in 2006–07. This year's new investment includes a 2 percent increase in base funding for fuel and other transportation cost pressures and funding for boards with enrolment increases. As was the case for the past several years, boards with declining enrolment will not see their transportation funding reduced. The Government will also continue to provide ongoing support for school bus safety.

To support the ongoing student transportation reforms and to maintain stability in the sector, approximately \$11.5 million for a one-time funding enhancement based on a funding cost study released in 2007, is included in the \$29.2 million. The Ministry intends to recommend to the Lieutenant Governor in Council amendments to the regulations to allocate this additional investment to eligible boards.

Finally, additional funding has been set aside for resetting the transportation funding baselines for boards in consortia sites that undergo Effectiveness and Efficiency reviews.

Support for Student Achievement

Primary Class Size (PCS)

To sustain momentum toward smaller primary classes in 2007–08, the Government is investing \$120 million in the Primary Class Size (PCS) initiative. This funding will support an additional 1,500 new teachers. In 2007–08, the Province's total investment in the Primary Class Size (PCS) Reduction Amount will be \$405.8 million.

PCS plans for 2007–08 submitted to date show excellent progress throughout the province toward the PCS standard of 90 per cent of primary classes at 20 or fewer students and no primary class with more than 23 students.

Funding to support over \$700 million in primary class size capital has been allocated to school boards to build or acquire additional classrooms that are required to accommodate smaller class sizes.

The Ministry has adjusted the allocation benchmarks for the International Languages component of the Continuing Education and Other Programs Grant in 2007–08 to reflect the lower elementary class sizes resulting from the PCS initiative. Elementary International Languages classes are now funded at an average class size of 23 students.

Labour Framework

The 2007–08 school year is the last year of the four-year labour framework agreement. In 2007–08, the Government will continue support for the labour framework agreement and its multi-year commitment with a projected \$484 million in additional funding, consisting of:

- \$421 million for the 3 percent salary benchmark increases in 2007–08;
- \$28 million for more than 380 elementary specialist teachers;
- \$21 million for more than 320 secondary Student Success teachers; and
- \$14 million to cover that portion of the increase in elementary teachers' preparation time (3 minutes) that school boards had originally committed to fund from their own resources.

New Investments

French-language School Boards

To continue support for its commitment to implement a multi-year funding strategy for French-language school boards, the Government is providing a funding enhancement of \$10 million.

Student Trustee Honoraria

An additional \$400,000 is being allocated to support student trustee honoraria and expenses. Boards are required to have at least one, and not more than three student trustees, and to pay an honorarium and compensation for expenses as is provided to other trustees. The Ministry is providing funding for 50 percent of the honorarium (\$1,250), and \$5,000 per student trustee for expenses.

Utilities

To address the cost of energy and utilities, an additional \$7 million in funding will be provided in 2007–08. This represents a 1 percent increase in the non-salary component of the School Operations Allocation.

School Operations

Additional funding of \$20.1 million in 2007–08 increases School Operations benchmarks. This funding adds approximately 1.2 percent to school operations budgets to address a range of staffing and cost issues, with similar increases to the benchmarks for Regular and Rural Top-Up for School Operations.

In-School Leadership

Additional funding for vice-principals of \$41.2 million is being provided through the School Foundation Grant in 2007–08, through two enhancements:

- \$31.2 million to fund an additional 300 vice-principals
- \$10 million to increase the salary benchmarks for vice-principals

Enhanced resources for vice-principal positions will support the work of current in-school leadership and provide a stronger adult presence in schools.

In-School Administration

Secretaries have an important role in the administration of a school. Additional funding of \$12.0 million is being provided in 2007–08 to update the salary benchmarks for secretaries in the School Foundation Grant, an increase of 3.2 %.

Additional funding of \$5.0 million is also being provided for school office supplies through the School Foundation Grant.

Supply Teachers

Key provincial investments and commitments to support improved student achievement have meant thousands of new teachers in Ontario classrooms. More supply teachers are needed to cover the absences of these additional teachers.

A funding enhancement of \$19.2 million is being provided in 2007–08 to address the need for more supply teachers. This \$19.2 million represents an 11.3 percent increase in the supply teacher benchmark in the Pupil Foundation Grant.

Education Assistants

To better align salary benchmarks for education assistants (EAs) with boards' actual costs, almost \$20.0 million is being provided in 2007–08 through the Pupil Foundation Grant and the Special Education Grant.

Professionals and Para-Professionals

Additional funding of \$21.1 million is being provided in 2007–08 to increase the staffing benchmarks for professional and para-professional supports so these are better aligned with actual costs. This increase represents a 5 percent increase in the Pupil Foundation Grant staffing benchmarks, with corresponding adjustments to relevant special purpose grants.

School Capital Programs

Good Places to Learn (GPL) Renewal

Building on the \$1.5 billion for renewal projects provided through GPL: Stage 1 and Stage 2 in the past few years, funding to support an additional \$500 million for renewal projects is being provided to school boards in 2007–08 for GPL Stage 3.

Long-Term Financing Vehicle for Capital Programs

The Ministry is working with the Ontario Financing Authority (OFA) to establish a provincial vehicle to provide long-term financing for approximately \$1.5 billion of construction costs for Prohibitive to Repair (PTR), Primary Class Size Reduction Capital, Growth Schools and Capital Transitional Adjustment for French-language boards.

Growth Schools

The Ministry has revised the eligibility criteria for the Growth Schools Allocation to provide school boards with better access to funding. These changes will facilitate the financing of new construction through the Growth Schools Allocation in 2007–08.

Capital Transitional Adjustment

The 2007–08 school year is the second year of the four-year program to provide \$220 million in capital construction for French-language school boards that have enrolment needs in areas without permanent accommodation or in areas where support for student retention is required.

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 branches of the Ministry:

Education Finance Branch	(416) 325-8407
Capital Programs Branch	(416) 325-4242
School Business Support Branch	(416) 325-9243
Transfer Payments and Financial Reporting Branch	(416) 314-3711

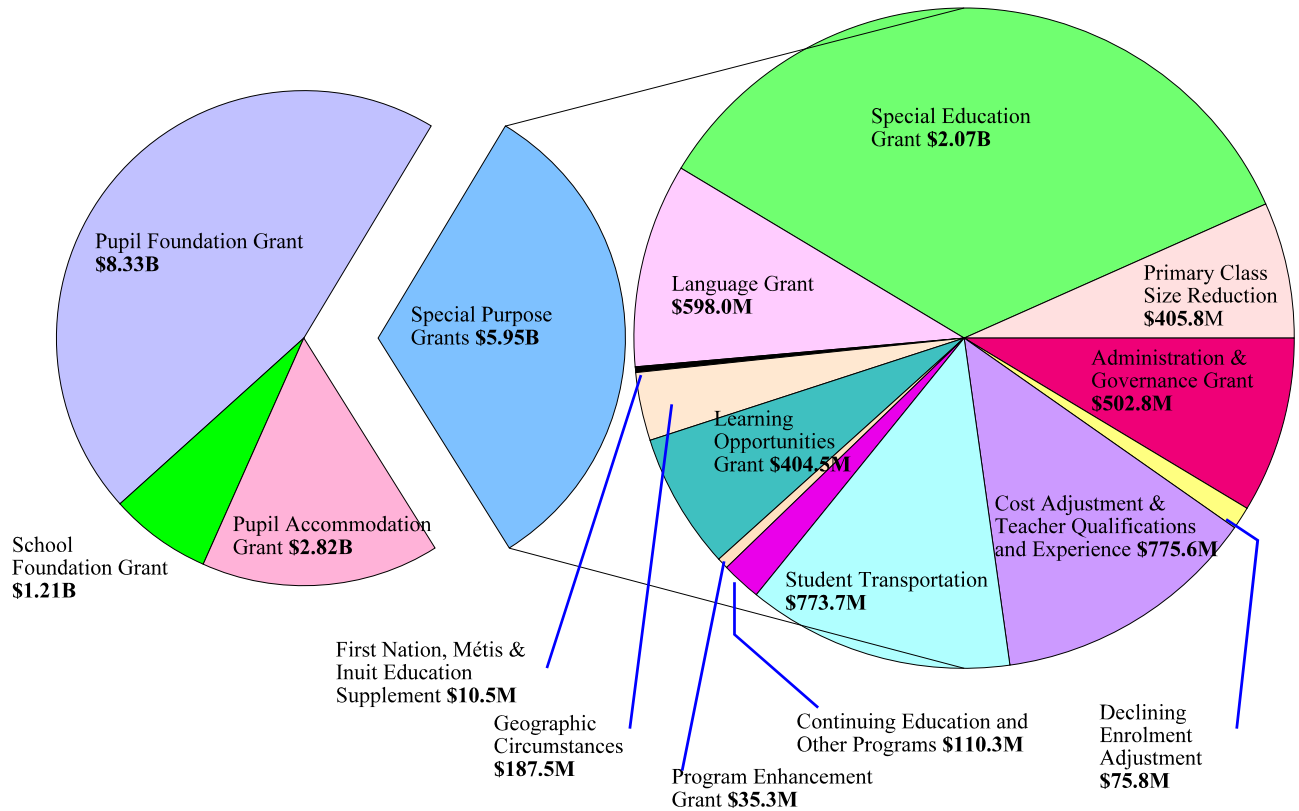
Education Funding Grants

Education funding in 2007–08 consists of a Pupil Foundation Grant, a School Foundation Grant, twelve special purpose grants, and a Pupil Accommodation Grant as summarized below.

		Projected funding in 2007–08* (\$ Million)
PUPIL FOUNDATION GRANT	Classroom teachers	
	Education assistants	
	Textbooks and learning materials	
	Classroom supplies	
	Classroom computers	
	Library and guidance services	\$8,331.9
	Specialist teachers/preparation time	
	Student Success teachers/preparation time	
	Professional and para-professional supports Classroom consultants	
SCHOOL FOUNDATION GRANT	Principals	
	Vice-Principals	
	Secretaries	\$1,210.9
	School Office Supplies	
SPECIAL PURPOSE GRANTS	1. Primary Class Size Reduction Amount	\$405.8
	2. Special Education Grant	\$2,070.5
	3. Language Grant	\$598.0
	4. First Nations, Métis, and Inuit Education Supplement	\$10.5
	5. Geographic Circumstances Grant	\$187.5
	6. Learning Opportunities Grant	\$404.5
	7. Program Enhancement Grant	\$35.3
	8. Continuing Education and Other Programs Grant	\$110.3
	9. Cost Adjustment and Teacher Qualifications and Experience Grant	\$775.6
	10. Student Transportation Grant	\$773.7
	11. Declining Enrolment Adjustment	\$75.8
	12. School Board Administration and Governance Grant	\$502.8
PUPIL ACCOMMODATION GRANT	1. School Operations	
	2. School Renewal	
	3. New Pupil Places	
	4. Prohibitive to Repair	
	5. Primary Class Size Reduction	\$2,821.8
	6. Growth Schools	
	7. Capital Transitional Adjustment	
	8. Prior Capital Commitments	

* excludes unallocated funding (\$80.6 million) and school authorities funding (\$50 million).

2007–08 Grant Allocations* (Projections)



* Excludes \$50 million for School Authorities and \$80.6 million in unallocated funding.

Pupil Foundation Grant

The Pupil Foundation Grant is a per-pupil allocation that supports the components of a classroom education that are required by, and generally common to, all students.

For 2007–08, Pupil Foundation Grant funding is projected to total \$8.33 billion. Actual funding varies over the course of the school year because of changes in enrolment.

Supply Teachers

Additional funding of \$19.2 million is being provided in 2007–08 to address the need for more supply teachers due to the high number of additional teachers in the system to support improved student achievement. The \$19.2 million represents an 11.3 percent increase to the supply teacher benchmark in the Pupil Foundation Grant.

Education Assistants

\$1.3 million is being provided to better align the salary benchmark for education assistants (EAs) funded through the Pupil Foundation Grant. Currently, the salary benchmark for EAs is \$26,324. The funding benchmark is being increased by 22 percent to \$32,181, which is consistent with the average salary boards are reporting for EAs.

Professionals and Para-Professionals

Professional and para-professional staff includes attendance counsellors, social workers, child/youth workers, community workers, and computer technicians, as well as professionals and paraprofessionals who provide support for special education, such as psychologists, psychometrists, and speech pathologists.

Additional funding of \$21.1 million is being provided in 2007–08 to increase the staffing benchmarks for professional and para-professional supports. The \$21.1 million represents a 5 percent increase in the Pupil Foundation staffing benchmark, with corresponding adjustments to relevant special purpose grants.

Salary and Benefits Benchmarks

The 2007–08 school year is the last year of the four-year labour framework agreement. As part of the framework agreement, salary benchmarks have been increased by 3 percent.

In keeping with the four-year labour framework, benchmarks for teacher salaries were adjusted in 2004–05 and 2005–06 to provide for an increase of 2 percent. In 2006–07, the benchmark increase was 2.5 percent, and in 2007–08, it is 3 percent.

Teacher salary benchmarks*	2004–05	2005–06	2006–07**	2007–08
Teacher salary benchmark	\$55,161	\$56,264	\$62,428	\$64,301
Teacher salary including benefits	\$61,780	\$63,016	\$69,358	\$71,438
% increase to salary benchmark	2%	2%	2.5%	3%

* The teacher salary benchmarks do not include funding allocated through the Cost Adjustment and Teacher Qualifications and Experience Grant.

** Reflects the impact of the 8.3 percent increase to salary benchmarks as a result of the realignment.

Pupil Foundation Grant – ELEMENTARY	# staff per 1,000 students	benchmark salary + % benefits	\$ per pupil for supplies and services	\$ allocation per pupil
Classroom Teacher Class size 24.5:1	Classroom Teacher	40.82	64,301 + 11.1%	\$2,916
	Specialist Teacher/ Preparation Time	5.74		\$410
	Supply Teacher			108
	Staff Development			11
Education Assistants	0.20	32,181 + 16%		\$7
Textbooks and Learning Materials			80	\$80
Classroom Supplies			82	\$82
Classroom Computers			46	\$46
Library and Guidance Services	Teacher-Librarian	1.31	64,301 + 11.1%	\$93
	Guidance Teacher	0.20	64,301 + 11.1%	\$14
Professional/Para-Professional Supports	1.40	50,907 + 14.8%		\$82
Classroom Consultants	0.48	88,516 + 11.1%		\$47
TOTAL Pupil Foundation Grant (Elementary)	50.15		\$327	\$3,896

NOTE: Numbers have been rounded for reporting purposes.

Pupil Foundation Grant – SECONDARY	# staff per 1,000 students		benchmark salary + % benefits	\$ per pupil for supplies and services	\$ allocation per pupil
Classroom Teacher Class size 22:1	Classroom Teacher	42.61	64,301 + 11.1%		\$3,044
Credit load per pupil 7.5	Student Success Teacher/ Preparation Time	15.15			\$1,082
	Supply Teacher			79	\$79
	Staff Development			12	\$12
	Department Head allowances	9.00			\$41
Textbooks and Learning Materials			107	\$107	
Classroom Supplies			187	\$187	
Classroom Computers			60	\$60	
Library and Guidance Services	Teacher-Librarian	1.10	64,301 + 11.1%		\$79
	Guidance Teacher	2.60	64,301 + 11.1%		\$186
Professional/Para- Professional Supports		2.21	50,907 + 14.8%		\$129
Classroom Consultants		0.54	88,516 + 11.1%		\$53
TOTAL Pupil Foundation Grant (Secondary)	64.21 (excluding Department Heads)			\$445	\$5,059

NOTE: Numbers have been rounded for reporting purposes.

Changes to the Pupil Foundation Grant – Elementary

Specialist Teachers

The 2007–08 school year is the third year of a four-year plan that is significantly increasing the number of elementary specialist teachers.

Specialist teachers are certified classroom teachers with rotating, regularly scheduled, full or partial teaching assignments in subject areas such as literacy and numeracy, physical education, music, the arts, French, and anglais.

Funding for specialist teachers is being added in each year from 2005–06 to 2008–09. In 2007–08, new funding of \$28 million for this initiative will be allocated to school boards through the Pupil Foundation Grant. On a province-wide basis, boards will be funded for 380 additional elementary teachers.

The increase in specialist teachers is implemented through an increase in preparation time, and the number of specialist teachers added each year will be in accordance with the additional minutes of preparation time, as required by the labour framework agreement. In addition, the Government is providing a further \$14 million in 2007–08 to cover that portion of the increase in elementary teachers' preparation time (3 minutes) that school boards had originally agreed to fund from their own resources.

Boards that already have preparation time at levels above those defined in the framework agreement will receive credit for those teachers.

Preparation Time

Over the four years of implementation, the increase in the total number of elementary teachers funded through the Classroom Teacher section of the Pupil Foundation Grant is set out below.

	Elementary teachers per 1,000 students	2005–06	2006–07	2007–08	2008–09
A	Classroom teachers in 2004–05 (based on class size 24.5:1)	40.82	40.82	40.82	40.82
B	Funded level of preparation time in 2004–05	4.08	4.08	4.08	4.08
C	Increase in funded minutes for specialist teacher/preparation time	0.34	0.95	1.29	1.65

	Elementary teachers per 1,000 students	2005–06	2006–07	2007–08	2008–09
D	Increase in preparation time for teachers funded through the special purpose grants*	0.11	0.27	0.37	0.49
E	Total additional teachers (C + D)	0.45	1.22	1.66	2.14
	Total teachers	45.35	46.12	46.56	47.04

The additional teachers funded as a result of the Elementary Specialist Teachers initiative are recognized in calculating the Cost Adjustment and Teacher Qualifications and Experience Grant. Funding to boards is adjusted to reflect the costs of the additional teachers according to the teachers' placement on the salary grid.

Reporting and Accountability

Reports on elementary specialist teachers in place for the 2007–08 school year as a result of the labour framework agreement have been integrated into the 2007–08 financial reporting cycle.

Changes to the Pupil Foundation Grant – Secondary

Student Success Teachers

The 2007–08 school year is the third year of a three-year investment that will increase the number of secondary teachers supporting student success. New funding of \$21 million is being allocated through the Pupil Foundation Grant in 2007–08 to enable boards to hire over 320 additional secondary Student Success teachers. This year's allocation brings the total investment to over \$150 million, which is funding more than 1,900 additional secondary Student Success teachers since 2005–06.

Over three years, this investment results in funding for additional secondary teachers as follows:

- 1.89 additional secondary teachers per 1,000 students in 2005–06
- 2.35 additional secondary teachers per 1,000 students in 2006–07
- 2.82 additional secondary teachers per 1,000 students in 2007–08

* Funding for elementary teachers in the various special purpose grants has not been adjusted. Instead, a corresponding amount has been incorporated in the Specialist Teacher/Preparation Time component of the Pupil Foundation Grant.

With an average secondary class size of 22:1, the average secondary teacher workload was adjusted from 6.5 credits to 6.1 credits in 2005–06. In 2006–07, the average workload was 6.05 credits, and in 2007–08 it is 6.0 credits.

	Secondary teachers per 1,000 students	2005–06	2006–07	2007–08
A	Classroom teachers in 2004–05 (based on 7.2 credit load and class size 21:1)	42.86	42.86	42.86
B	Funded level of preparation time in 2004-05 (including teacher advisor)	9.89	9.89	9.89
C	Adjustment to reflect average student load of 7.5	2.19	2.19	2.19
D	Additional investment in student success teachers/preparation time*	1.89	2.35	2.82
	Total teachers	56.83	57.29	57.76

The additional teachers funded as a result of the Student Success initiative are recognized in calculating the Cost Adjustment and Teacher Qualifications and Experience Grant. Funding to boards is adjusted to reflect the costs of the additional teachers according to the teachers' placement on the salary grid.

Eligible Uses

The focus of these additional resources is to increase the number of secondary teachers to support student success. Student success is measured by increased credit accumulation in Grades 9 and 10 and improved graduation rates.

With the investments in 2005–06 and 2006–07, at least two-thirds of the new sections (see page 18) created through the investment in Student Success teachers was used for dedicated Student Success teacher staffing to support individual student needs.

The Ministry recognizes that factors such as school size, socio-economic context, student success indicator data, and geography have an impact on decisions about how to use resources. Board staffing committees should consider these factors and specific secondary school profiles in their allocation of Student Success Teachers.

* Funding for secondary teachers in the various special purpose grants has not been adjusted. Instead, a corresponding amount has been incorporated in the Student Success Teacher/Preparation Time component of the Pupil Foundation Grant.

For 2007–08, boards must have on average an allocation of one full-time equivalent (FTE) Student Success teacher position in each secondary school, with no less than half of each school's allocation used for direct student engagement. Student engagement includes: direct student advocacy and mentoring, student monitoring, and school-wide staff development in support of Student Success initiatives. In very small schools, boards may allocate a proportional level of resources.

In addition to dedicated Student Success Teachers, staffing may also be used to lower class size and for overall Student Success program delivery and support in additional sections including the following types of courses:

- locally developed compulsory credit courses,
- applied courses,
- workplace preparation courses,
- college preparation courses,
- learning strategies courses,
- career-related senior course packages (e.g., in building construction, hospitality),
- English as a second language/English Literacy Development (ESL/ELD) and l'actualisation linguistique en français/le perfectionnement du français (ALF/PDF) courses,
- guidance courses related to cooperative education,
- alternative programs (e.g., re-engagement programs for school leavers), and
- credit recovery (especially for Grade 9 and 10).

Board and school staffing committees should be part of the process of allocation and should consider the staffing application with specific reference to incorporate best practices and to track the effect of staffing decisions on overall student achievement.

Reporting and Accountability

Each school board is required to report on their Student Success Teacher allocation and periods of dedicated and class-room instruction in their Annual Action Plan. Board Student Success initiatives are submitted directly through the Annual Student Success Action Plan. As well school boards report their student achievement data through the Ontario Student Information System (OnSIS.)

Description of Pupil Foundation Grant Components

Classroom Teachers

Salaries and benefits (which include the normal cost of retirement gratuities) for classroom teachers, elementary specialist teachers, secondary Student Success teachers, supply and occasional teachers to cover absences, and professional development for teachers.

Additional funding for classroom teachers is recognized through the Cost Adjustment and Teacher Qualifications and Experience Grant.

Education Assistants

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

Textbooks and Learning Materials

Textbooks, workbooks, resource materials, updating library materials, instructional software, CD ROMs, DVDs, internet expenses, and technology supporting distance education.

Classroom Supplies

Classroom supplies, such as paper, pens, pencils and other materials, and classroom equipment.

Classroom Computers

Classroom computers (hardware only) and the associated network costs.

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 Grades 7 and 8 pupils.

Professional and Paraprofessional Services

Salaries and benefits for staff who provide support services to students and teachers, such as attendance counsellors, social workers, child/youth workers, community workers, and computer technicians. Professionals and paraprofessionals 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 some special purpose grants.

Classroom Consultants

Salaries and benefits for teacher consultants and coordinators (i.e., reading specialists and program specialists who assist teachers in developing curriculum or in working with individual students).

School Foundation Grant

The School Foundation Grant supports the costs of in-school administration and leadership (salaries and benefits for principals, vice-principals, and school secretaries), as well as supplies for school administration purposes. For 2007–08, funding for the School Foundation Grant is projected to be \$1.21 billion.

In 2007–08, additional funding for vice-principals of \$41.2 million is being provided through the School Foundation Grant, through two enhancements:

- \$31.2 million to fund an additional 300 vice-principals. The formula for calculating this allocation has been amended to support the leadership needs of both smaller and larger schools.
 - (1) An elementary school will generate funding for a vice-principal when enrolment is 250 ADE, not 300 ADE, and an elementary school with an enrolment of 1,000 or more ADE now generates funding for 2.0 rather than 1.5 vice-principals.
 - (2) A secondary schools with an enrolment of 1,000 or more generates more funding for vice-principals, including at least 3.0 vice-principal positions for a secondary school of 1,500 ADE or greater, compared to the previous 2.5.
- \$10 million to increase the salary benchmarks for vice-principals. This represents a 3.8 per cent increase, bringing the elementary benchmark to \$94,800 and the secondary to \$100,000.

An additional \$12 million to increase the salary benchmarks for secretaries by 3.2 percent brings the benchmark salary to \$36,917 in the elementary panel and \$38,890 in the secondary.

A \$5 million enhancement for school office supplies increases the base amount by \$1,050 to \$2,050 for an elementary school and \$3,050 for a secondary school.

For every eligible school, the School Foundation Grant provides funding for:

- 1.0 FTE principal, where the enrolment of the school is greater than or equal to 50. Schools with fewer than 50 students will be provided with a 0.5 FTE principal,
- 1.0 FTE secretary with additional secretarial staffing as enrolment at a school increases,
- vice-principal support for a school based on school size,
- a per-school amount for supplies, and
- a per-pupil amount for supplies.

School boards continue to be responsible for decisions regarding the allocation of in-school administration staff to schools.

In addition to the enhancements described above, the salary benchmarks for principals, vice-principals, and school secretaries were increased in 2007–08 by 3.0 percent as per the labour framework agreement.

Definition of a *school* for the School Foundation Grant

The following criteria is used to define a school and its eligibility for funding under the School Foundation Grant.

Single campus – a facility or collection of facilities operated by the same board that lie on a same site; or

Single program – a facility or collection of facilities operated by the same board that form a single program.

Grouped facilities and/or programs – In cases 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 school* if the facilities and/or programs in the group offer a combination of elementary and secondary instruction (for example, Grades 7-8 program with Grades 9-12 program).
- A combined school will be treated as a secondary school for the purpose of funding. In addition, any combined school with 300 or more elementary students and 500 or more secondary students will receive funding for one additional FTE principal.

Calculations of the School Foundation Grant

A board's allocation from the School Foundation Grant is the sum of the allocations for each of its eligible schools.

The allocation for each eligible school represents a combination of:

(a) base funding

- A principal and a school secretary are allocated to each school with an enrolment of 50 Average Daily Enrolment (ADE) or greater. Schools with an ADE of 1 to 49 receive funding for a 0.5 FTE principal and 1.0 FTE school secretary.
- \$2,050 for school office supplies is allocated to each elementary school and \$3,050 to each secondary school, regardless of enrolment.

(b) supplementary funding

Based on each elementary school's enrolment, formulas, which follow, are used to determine additional allocations for:

- vice-principals,
- school secretaries, and
- school office supplies.

School Foundation Grant – ELEMENTARY

In-School Administration and Leadership				School Office Supplies
	Principal	Secretary	Vice-Principal	Per School
Salary + % benefits	\$100,073 + 11.1%	\$36,917 + 16.65%	\$94,789 + 11.1%	
Base Amount				
School enrolment 1 to 49 ADE	0.5	1		\$2,050
School enrolment 50 or more ADE	1			
Supplementary Amount				
School enrolment 100 to 249 ADE		0.00125 x (ADE - 100)		\$6 / ADE
School enrolment 250 to 299 ADE		0.1875 + 0.00125 x (ADE - 250)	0.0030 x (ADE - 250)	
School enrolment 300 to 499 ADE		0.25 + 0.0025 x (ADE - 300)	0.1500 + 0.0030 x (ADE - 300)	
School enrolment 500 to 999 ADE		0.75 + 0.0035 x (ADE - 500)	0.75 + 0.0025 x (ADE - 500)	
School enrolment 1,000 or more ADE		2.5 + 0.0035 x (ADE - 1,000)	2.0	

Calculation of the School Foundation Grant – Elementary

$$\begin{aligned}
 \text{Principal} &= (\text{base}) \times (\text{salary} + \text{benefits}) \\
 \text{Secretary} &= (\text{base} + \text{supplementary}) \times (\text{salary} + \text{benefits}) \\
 \text{Vice – Principal} &= (\text{base} + \text{supplementary}) \times (\text{salary} + \text{benefits}) \\
 \text{School Office Supplies} &= (\text{base} + \text{supplementary})
 \end{aligned}$$

$$\text{Total Allocation} = \text{Principal} + \text{Secretary} + \text{Vice – Principal} + \text{School Office Supplies}$$

School Foundation Grant – SECONDARY

In-School Administration and Leadership				School Office Supplies
Position	Principal	Secretary	Vice-Principal	Per School
Salary + % benefits	\$109,138 + 11.1%	\$38,890 + 16.65%	\$100,000 + 11.1%	
Base Amount				
School enrolment 1 to 49 ADE	0.5	1		\$3,050
School enrolment 50 or more ADE	1			
Supplementary Amount				
School enrolment 100 to 499 ADE		0.003125 x (ADE - 100)	0.0025 x (ADE - 100)	\$7 / ADE
School enrolment 500 to 999 ADE		1.25 + 0.0055 x (ADE - 500)	1 + 0.002 x (ADE - 500)	
School enrolment 1,000 to 1,499 ADE		4 + 0.004 x (ADE - 1,000)	2 + 0.002 x (ADE - 1,000)	
School enrolment 1,500 + ADE		6 + 0.004 x (ADE - 1,500)	3 + 0.001 x (ADE - 1,500)	

Calculation of the School Foundation Grant – Secondary

$$\begin{aligned}
 \text{Principal} &= (\text{base}) \times (\text{salary} + \text{benefits}) \\
 \text{Secretary} &= (\text{base} + \text{supplementary}) \times (\text{salary} + \text{benefits}) \\
 \text{Vice – Principal} &= (\text{base} + \text{supplementary}) \times (\text{salary} + \text{benefits}) \\
 \text{School Office Supplies} &= (\text{base} + \text{supplementary})
 \end{aligned}$$

$$\text{Total Allocation} = \text{Principal} + \text{Secretary} + \text{Vice – Principal} + \text{School Office Supplies}$$

Special Purpose Grants

The cost of education differs depending on the needs of an individual student and where that student lives. The special purpose grants respond to these differences by recognizing the need for specialized programs for students with special needs and the different levels of support that students require related to language proficiency, location, transportation, and other variations in personal and local circumstances. The twelve special purpose grants are as follows:

Grant	Projected Funding in 2007–08* (\$ Million)
1. Primary Class Size Reduction Amount	\$405.8
2. Special Education	\$2,070.5
3. Language	\$598.0
4. First Nations, Métis, and Inuit Education Supplement	\$10.5
5. Geographic Circumstances	\$187.5
6. Learning Opportunities	\$404.5
7. Program Enhancement Grant	\$35.3
8. Continuing Education and Other Programs	\$110.3
9. Cost Adjustment and Teacher Qualifications and Experience	\$775.6
10. Student Transportation	\$773.7
11. Declining Enrolment	\$75.8
12. School Board Administration and Governance	\$502.8

* Does not include investments not yet allocated at the time of publication.

Primary Class Size Reduction Amount

The Government has made a commitment to cap Junior Kindergarten (JK) to Grade 3 classes at 20:1. To assist boards, the Government has provided direction on flexibility at full implementation.

In 2007–08, the provincial guideline for primary class size requires that each board organize its primary classes so that:

- At least 90 percent of a board’s primary classes have 20 or fewer students;
- Up to 10 percent of a board’s primary classes may have up to 23 students*.

In 2007–08, the Government is providing an additional \$120.2 million to increase the total allocation for the Primary Class Size (PCS) Reduction Amount to \$405.8 million. The additional 2007–08 funding will support a further 1,500 new teachers bringing the total support for smaller primary classes to about 5,100 teaching positions. As in previous years, this enhancement recognizes the higher salary base and increased prep time for elementary teachers provided for in the labour framework agreement (see page 4).

The Primary Class Size Reduction Amount is calculated by multiplying the 2007–08 Average Daily Enrolment of pupils enrolled in Junior Kindergarten to Grade 3 by \$784.

Flexibility at Full Implementation

The purpose of flexibility is to ensure that boards and schools achieve the 20:1 cap in a way that maximizes the benefits for primary students. Flexibility allows schools and boards to organize classes and schools that conform to provincial guidelines while responding to local circumstances and delivering high-quality education programs. In particular, flexibility helps boards and schools accommodate in-year enrolment changes, reduce the need for more combined classes, and avoid unnecessary transportation of students.

* This provides flexibility so boards can conform to the provincial guidelines while responding to local conditions.

Transitional Program Equivalency

Where a school board feels it may not be able to meet this standard in 2007–08, the board may apply to the Ministry for transitional program equivalency. This approval has been available on a limited basis in prior years to address the situations of a small number of boards that faced accommodation pressures pending capital construction to support the PCS initiative.

In 2007–08, the Ministry will continue to recognize situations where students may not be safely accommodated in classrooms until capital projects are complete. The Ministry will also consider limited approvals (1) to support boards in fully implementing PCS for programs, such as French Immersion or other speciality programs, that require congregating students, in recognition of the additional capital and transportation elements that may need to be reorganized; (2) to support boards that may, as a result of having a relatively large proportion of small elementary schools, face difficulties in fully implementing the initiative in 2007–08 without undue or inappropriate impact on students. The Ministry will review individual circumstances identified by school boards.

Boards should make their requests for transitional program equivalency prior to the submitting of their final 2007–08 PCS plan.

Primary Class Size – Pupil Accommodation

Funding to support over \$700 million in primary class size capital has been allocated to school boards to build or acquire additional classrooms that are required to accommodate smaller class sizes.

A school board's primary class size space needs were reviewed, on a school-by-school basis, by the Ministry and the school board. These reviews have been completed, and each school board's primary class size space needs have been finalized. A school board's revised primary class size space allocation has been used to calculate the total maximum capital entitlement which a school board can use to build or acquire classrooms that it needs to meet the cap on primary class size (see page 98).

Reporting and Accountability

For 2007–08, school boards are required to complete a comprehensive Primary Class Size Plan for the start of school in September 2007. The plan, due June 2007, is to include:

- the board's projected primary class size for 2007–08;
- an estimate of the number of new teachers to be hired with PCS funding and the minimum number of additional primary classes expected;
- current and historical class size statistics on each school with elementary grades and for the board overall.

Special Education Grant

The Special Education Grant provides additional funding for students who need special education programs, services and equipment. The Special Education Grant is made up of five components:

- the Special Education Per Pupil Amount (SEPPA),
- the High Needs Amount,
- the Special Equipment Amount,
- the Special Incidence Portion, and
- the Facilities Amount.

The Special Education Grant funding may only be used for special education. Any unspent funding must be placed in a special education reserve fund.

In 2006, the Working Table on Special Education released its report, which included advice on a new funding approach for special education funding. The 2007–08 school year is a transition year as the Government continues to implement the recommendations of the Working Table. As development of a new funding approach continues, an enhancement of \$25 million is being provided in 2007–08 to ensure stable funding levels for school boards and to support growth in the number of claims for students with the highest needs.

The Special Education Grant in 2007–08 is projected to be over \$2 billion.

Salary benchmarks for Special Education education assistants (EAs) are being increased by over \$18 million through an increase in the Special Education Per Pupil Amount (SEPPA) of 2 percent since there is no explicit salary benchmark in the Special Education Grant for EAs

In addition, the EA salary benchmark funded through the Pupil Foundation Grant is being increased by \$1.3 million..

Projected Funding in 2007–08	
SEPPA	\$956.3 million
High Needs Amount	\$995.3 million
Special Equipment Amount	\$26.4 million
Special Incidence Portion	\$12.3 million
Facilities Amount	\$80.3 million
Total*	\$2,070.5 million

Special Education Per-Pupil Amount

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

SEPPA per-pupil amounts are increasing to reflect the 3 percent increase to the salary benchmarks in 2007–08; the increase of \$18.7 million for education assistants implemented through the per-pupil amount for Grade 4 to 8 and Grade 9 to 12; and, the impact of the salary benchmark increase on the High Needs Amount.

The SEPPA amounts for 2007–08 are:

\$669 per JK to Grade 3 student,
\$515 per Grade 4 to 8 student, and
\$340 per Grade 9 to 12 student.

High Needs Amount

The High Needs Amount (HNA) addresses the cost of providing the intensive staff support required by the small number of students with high needs.

In its report to the Ministry, the Working Table recommended a gradual shift in policy and funding to a model that focuses on improving student outcomes with less emphasis on the identification of students. The Working Table specifically recommended that

* Does not include amounts not yet allocated at the time of publication.

funds be allocated to boards based on current allocations while studying ways of identifying high needs without a student based claims process.

For 2007–08, the High Needs Amount will be determined by multiplying the board specific per-pupil amount from 2006–07 by the board's projected 2007–08 total ADE to arrive at the board's base HNA for 2007–08.

Boards with enrolment increases will see an increase in HNA funding. However, boards with declining enrolment will not see a decrease. Instead their HNA will be held at 2006–07 funding levels.

Special Equipment Amount

The Special Equipment Amount (SEA) covers the incremental cost of an individual student's equipment needs in excess of \$800 in the year of purchase. Boards are responsible for the first \$800 in costs for any student per year. For example, a board with an approved claim for a student who requires an adapted computer that costs \$3,000 would receive \$2,200 through the Special Equipment Amount.

Boards may also claim 80 percent of the average cost of salaries and benefits for board paid technicians assigned for installation and maintenance, as well as staff training and warranties related to a student's special education related equipment. The Ministry will provide SEA funding for up to one technician per 30,000 students, with small boards eligible for a minimum of 0.2 FTEs.

Equipment purchased with the SEA funding travels with the student as described by the *Special Education Funding Guidelines: Special Equipment Amount (SEA) and Special Incidence Portion (SIP), 2007–08**.

Special Incidence Portion

The Special Incidence Portion (SIP) 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/or of others at school. Eligibility criteria for SIP are outlined in the *Special Education Funding Guidelines: Special Equipment Amount (SEA) and Special Incidence Portion (SIP), 2007–08**. SIP claims are submitted to the Ministry of Education Regional Offices for approval.

* This document is available on the Ministry of Education website.

Facilities Amount

The Facilities Amount (FA) supports education programs for school-aged children/youth in Government approved care and/or treatment, custody and correctional facilities operated by Ministry of Children and Youth Services, Ministry of Community and Social Services, the Ministry of Health and Long-Term Care, and/or Ministry of Community Safety and Correctional Services. These facilities include hospitals, children's mental health centres, psychiatric institutions, detention and correctional facilities, community group homes, and other social services agencies. The provision of education in these facilities is subject to an agreement between a district school board and the facility. The FA recognizes the cost of providing education in these programs.

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

Revenue is reduced for boards when a program is operating on a smaller scale than was projected or ceases to operate during the school year. For 2007–08, funding available for this component is increasing to recognize cost increases.

The Ministry provides funding to school boards to help offset the accommodation and transportation costs of classrooms in care and treatment and custody settings that operate in school board space. This funding is included in the Pupil Accommodation Grant and the Student Transportation Grant calculations.

Language Grant

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

The Language Grant has four components:

- French as a First Language (FFL),
- French as a Second Language (FSL),
- English as a Second Language/English Skills Development (ESL/ESD), and
- Actualisation linguistique en français/Perfectionnement du français (ALF/PDF).

For 2007–08, total funding of \$598.0 million is projected for the Language Grant.

An enhancement of \$10 million in 2007–08 supports the Government's multi-year funding strategy for French-language boards. This enhancement to French-language school boards is helping these boards by:

- Providing funding for one additional teacher per French-language board to support innovative delivery of secondary programs;
- Funding additional secondary teachers for French-language schools based on school size, in order to increase unique course offerings; and
- Increasing the elementary per-pupil amount in the French as a First Language component of the Language Grant.

In 2007–08, the funding for the Native Language – Aboriginal Languages component is being transferred to the new First Nations, Métis, and Inuit Education Supplement.

French as a First Language (FFL)

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

The FFL allocation in 2007–08 is projected to be \$61.6 million reflecting the investment in French-language boards.

Funding benchmarks on the basis of average daily enrolment are increasing to \$662.73 per elementary pupil. Benchmarks per secondary day school pupil are \$752.42.

Start-up funding for new elementary classes in French is provided at the rate of \$16,455.18 for each new elementary school established by a board in 2007–08.

French as a Second Language (FSL)

This funding, which is available to English-language boards only, provides for the additional costs of providing core French, extended French, and French immersion programs. Funding for FSL is based on the number of pupils enrolled in these programs and the average daily length of the program.

French as a Second Language (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 Junior Kindergarten 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 are able to meet this requirement.

Average daily length of program		Allocation per pupil enrolled in the program
20 – 59 minutes	(Core, Grades 4 to 8)	\$264.71
60 – 149 minutes	(Extended, Grades 4 to 8)	\$301.59
150 minutes or more	(Immersion, Grades 1 to 8)	\$337.39
75 minutes or more	(Immersion, JK and K)	

French as a Second Language (FSL) – Secondary

The funding is established according to credits as follows:

Grades	Allocation per-pupil credit – French as a subject	Allocation per-pupil credit – subjects other than French taught in French
9 and 10	\$67.51	\$111.06
11 and 12	\$89.28	\$173.13

Language of Instruction

Ontario’s curriculum requires that students develop strong English- and/or French-language skills. The cultural and linguistic diversity of Ontario’s population means that many students require extra help to develop proficiency in the language of instruction. These include students who are recent immigrants to Canada and students who live in homes where the first language spoken is neither English nor French.

Two components of the Language Grant provide school boards with resources to meet the needs of these students. English-language school boards receive the English as a Second Language/English Skills Development (ESL/ESD) component. French-language boards receive the Actualisation linguistique en français/Perfectionnement du français (ALF/PDF) component.

The number of students eligible to be counted as recent immigrants is now based on the country of birth, rather than the country from which the student entered Canada. This change simplified reporting and recognized students who had “stopped over” in an English-speaking country, such as the USA, before entering Canada.

In this context, *eligibility* means that a pupil meets the criteria for funding, that is, date of entry into Canada and country of birth. As in previous years, the language of instruction components of the Language Grant use available data 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 grant to provide language services and supports accordingly.

English as a Second Language/English Skills Development (ESL/ESD)

For 2007–08, total funding of \$226.5 million is projected to be allocated through the ESL/ESD component. The funding is available to English-language boards and is based on the sum of the following two components:

- Recent Immigration Component; and
- Pupils in Canada Component.

Recent Immigrant Component

This first component provides a total of \$8,450 per eligible pupil over four years and is based on the number of recent immigrant pupils born in countries where English is not a first or standard language.

The variables used in calculating this component are:

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

Weighting Factors

Year	Start date	End date	Weighting Factor
1	September 1, 2006	October 31, 2007	1
2	September 1, 2005	August 31, 2006	0.7
3	September 1, 2004	August 31, 2005	0.5
4	September 1, 2003	August 31, 2004	0.25

Number of Eligible Pupils

Principals are required to report through the Ontario Student Information System (OnSIS) the number of pupils enrolled in the schools who entered Canada during the last four years and were born in a country where English is not a first or standard language. 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 Allocation

The allocation is the sum of the weighted numbers of eligible pupils for each year multiplied by \$3,449.

$$\text{Recent Immigrant Component} = \text{Total number of weighted recent immigrant pupils} \times \$3,449$$

Pupils in Canada Component

This second component is calculated by the Ministry based on Statistics Canada data on the number of children aged 5 to 19 years whose language spoken most often at home is neither English nor French. This data is a proxy measure for the relative ESL/ESD need among boards for pupils not covered by the first component. Each board's allocation is set out in the *Grants for Student Needs – Legislative Grants for the 2007-2008 School Board Fiscal Year* regulation. The distribution among boards is calculated as follows:

$$\frac{\text{Number of children described above within board's area}}{\text{Provincial total of children described above}} \times \$27.9 \text{ million}$$

The distribution of children aged 5 to 19 between public and separate boards is based on the number of pupils residing within each enumeration area and on assessment data*.

Total ESL/ESD Allocation

$$\begin{array}{l} \text{ESL / ESD} \\ \text{Allocation} \end{array} = \begin{array}{l} \text{Total Recent Immigrant} \\ \text{allocation} \end{array} + \begin{array}{l} \text{Total Pupils in Canada} \\ \text{allocation from 2007 – 08} \\ \text{grant regulation} \end{array}$$

French-Language Instruction

Funding available to French-language boards is based on the following two components: Actualisation linguistique en français (ALF) and Perfectionnement du français (PDF).

Actualisation linguistique en français (ALF)

For 2007–08, total funding of \$81.3 million is projected to be allocated through the ALF component.

* Data source: Statistics Canada, 1996 Census – information on the 5 to 19 year old population group where the language spoken most often at home is neither English or French.

ALF is designed to assist French-language school boards in providing language instruction to pupils who are entitled to French-language education by virtue of Section 23* of the *Canadian Charter of Rights and Freedoms* (Charter) and who have limited or no competencies in French, or use a variety of language that is different from standard French.

As part of the \$10 million investment in French-language boards in 2007–08, the Government is providing \$7.5 million in new funding for one additional teacher per French-language board to support innovative delivery of secondary programs and for additional secondary teachers for French-language schools based on school size, in order to increase unique course offerings. This enhancement supports the additional costs to boards of offering more unique French-language courses and thus reduces the gap between the number of English- and French- language courses available.

Calculated for each French-language board separately, the new ALF funding allocation is the sum of the following per-pupil, school, and board components.

Per-Pupil Component

Using 2001 Statistics Canada data on individuals aged 0 to 19 whose language spoken most often at home does not include French, a proxy measure of assimilation has been developed to reflect the cultural environment of the boards' students.

Calculation of the Assimilation Factor

The percentage of non-French as home language is calculated at the census sub-division (CSD) level. The CSD percentages are weighted using the CSD's share of board enrolment of the CSDs to calculate the board's assimilation factor.

Note:

- 1 Only CSDs where the board operates a school facility are included.
- 2 The enrolment of a CSD is the sum of enrolments of all facilities of the board in the CSD.
- 3 The Assimilation Factors are listed in the *Grants for Student Needs – Legislative Grants for the 2007-2008 School Board Fiscal Year* regulation.

Elementary Per-Pupil Allocation:

$$[\textit{Elementary ADE} \times \textit{Assimilation Factor}] \times \$792.78$$

Secondary Per-Pupil Allocation:

$$[\textit{Secondary ADE} \times \textit{Assimilation Factor}] \times \$350.06$$

* Section 23 refers to the linguistic and education rights conferred by Part 1 of the *Constitution Act, 1982*.

School Component

The school component is calculated using the definition of school used in the School Foundation Grant.

Elementary School Allocation:

$$\text{Total number of elementary schools} \times \$41,839$$

Secondary School Allocation:

The secondary school allocation is comprised of two components: a school amount and an enrolment amount:

Number of Students	School Amount	Additional funding	2007–08 Total per School
0 - 100	\$148,997	\$0.00	\$148,997.00
100 - 200	\$148,997	\$35,719.21	\$184,716.21
200 - 300	\$148,997	\$71,438.41	\$220,435.41
300 - 400	\$148,997	\$107,157.62	\$256,154.62
400 or more	\$148,997	\$142,876.82	\$291,873.82

Board Component

The board amount for 2007–08 is \$259,311.

Total ALF Allocation

The total ALF allocation for a French-language board is the sum of the ALF funding components:

$$\text{Total ALF Allocation} = \text{Per - Pupil Component} + \text{School Component} + \text{Board Component}$$

Perfectionnement du français (PDF)

In 2007–08, approximately \$2.8 million is projected to be allocated for the PDF component.

Perfectionnement du français (PDF) provides a total of \$8,450 per eligible student over four years. It is based on the number of recent immigrant pupils who do not have Section 23 rights under the Charter, and who were born in countries where French is a language of administration or schooling.

PDF programs are intended for pupils who have been admitted in the schools through the board's admissions committee. These pupils are generally born outside Canada and have one of the following characteristics:

- they speak a variety of language that is different from standard French,
- their schooling has been interrupted, or
- they have little knowledge of Canada's two official languages or need to familiarize themselves with the new environment.

The variables used in calculating this component are:

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

Weighting Factors

Year	Start date	End date	Weighting Factor
1	September 1, 2006	October 31, 2007	1
2	September 1, 2005	August 31, 2006	0.7
3	September 1, 2004	August 31, 2005	0.5
4	September 1, 2003	August 31, 2004	0.25

Number of Eligible Pupils

Principals are required to report in OnSIS the number of enrolled pupils, who entered Canada during the last four years and were born in a country where French is not a first or standard language. 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 PDF Allocation

The allocation is the sum of the weighted numbers of eligible pupils for each year multiplied by \$3,449.

$$\mathbf{PDF\ Allocation} = \frac{\mathbf{Total\ number\ of\ weighted}}{\mathbf{recent\ immigrant\ pupils}} \times \$3,449$$

Total ALF/PDF Allocation

$$\mathbf{ALF / PDF} = \frac{\mathbf{Total\ ALF}}{\mathbf{Allocation}} + \frac{\mathbf{Total\ PDF}}{\mathbf{Allocation}}$$

First Nations, Métis, and Inuit Education Supplement

New in 2007–08, the \$10.5 million First Nations, Métis, and Inuit Education Supplement supports more comprehensive education programs targeted to Aboriginal students as outlined in the *Ontario First Nation, Métis, and Inuit Education Policy Framework* released in January 2007.

Through this grant, the Ministry will allocate \$10 million in new annual funding plus the \$0.5 million previously allocated through the Native Language component of the Language Grant, for a total of \$10.5 million in the 2007–08 school year.

This grant has three components:

- Native Languages – \$3.6 million,
- Native Studies Programs – \$1.4 million, and
- Per-Pupil Funding – \$5.5 million.

Native Languages Component

This funding assists school boards that provide Native-language (NL) programs. Funding from the Native Language – Aboriginal Languages component of the Language Grant (\$0.5 million) is being transferred to this new grant and enhanced by \$3.1 million to increase the elementary and secondary funding benchmarks for NL programs. Funding is based on the number of pupils enrolled in the program and the average daily length of the program as set out in the following tables.

Native Language (NL) – Elementary

Average daily length of program	Staff per 8 elementary students	Allocation per pupil enrolled in the program
20 - 39 minutes	0.20	\$1,785.96
40 minutes or more	0.30	\$2,678.94

Native Language (NL) – Secondary

The funding is established according to credits as follows:

Grades	Staff per 8 secondary students	Allocation per-pupil credit
9 to 12	0.167	\$1,488.30

Native Studies Programs

New in 2007–08, \$1.4 million is being provided to fund secondary Native Studies* courses. Funding is based on the same benchmarks used to allocate funding for students enrolled in secondary NL courses.

Native Studies Programs

The funding is established according to credits as follows:

Grades	Staff per 8 secondary students	Allocation per-pupil credit
9 to 12	0.167	\$1,488.30

Per-Pupil Funding

This component provides \$5.5 million in funding, using a benchmark of approximately \$69 per estimated Aboriginal student, with a weighting factor that directs more funding to boards with a higher estimated proportion of First Nation, Métis and Inuit students. As only a limited number of boards currently have confidential, voluntary self-identification policies in place for their First Nation, Métis and Inuit students, this component is allocated based on 2001 Census data as an interim measure.

* Refer to the Common Course Codes document on the Ministry of Education website, <http://www.edu.gov.on.ca/eng/general/list/commoncc/cc.html> for course listings.

Estimated percentage of First Nation, Métis and Inuit Student population	Weighting factor
between 0 and 7.49%	1
between 7.5% and 14.99%	2
15% or more	3

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

The percentage of the estimated one percent of First Nation, Métis and Inuit population is calculated at the census sub-division (CSD) level. The CSD percentages are weighted using the CSD's share of board enrolment of the CSDs to estimate the board's population.

$$\begin{array}{l}
 \textit{Per - Pupil} \\
 \textit{Funding}
 \end{array}
 = ADE \times
 \begin{array}{l}
 \textit{Estimated Percentage} \\
 \textit{of First Nation, Métis} \\
 \textit{and Inuit Population}
 \end{array}
 \times
 \begin{array}{l}
 \textit{Weighting} \\
 \textit{Factor}
 \end{array}$$

Note:

- 1 Only CSDs where the board operates a school facility are included.
- 2 The enrolment of a CSD is the sum of enrolments of all facilities of the board in the CSD.
- 3 The estimated percentage of First Nation, Métis and Inuit population for each board is listed in the *Grants for Student Needs – Legislative Grants for the 2007-2008 School Board Fiscal Year* regulation.

Geographic Circumstances Grant

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

Total funding of \$187.5 million is projected for the Geographic Circumstances Grant in 2007–08.

In 2007–08, the components of the Geographic Circumstances Grant are as follows:

- Remote and Rural Allocation (\$120.9 million)
- Supported Schools Allocation – new in 2007–08 – includes the Learning Resources Component of the Distant Schools Allocation (\$63 million)
- Rural and Small Community Allocation – new in 2007–08 – (\$4.5 million).

With the new Supported Schools Allocation, the Government is expanding school-based support to benefit small Ontario communities where schools have low enrolment and are a significant distance from other schools of the board.

The Government is providing further support to boards with schools in rural or small communities with the introduction of the Rural and Small Community Allocation.

Remote and Rural Allocation

This funding responds to 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 boards with schools that are distant from one another.

Three factors are used in determining funding:

- board enrolment,
- distance from an urban centre, and
- school dispersion.

Board Enrolment

This component supports the higher per-pupil costs for goods and services faced by smaller school boards.

Enrolment	Per-Pupil Allocation
0 – 4,000	\$300.27 – (Day School ADE x 0.01631)
4,000 – 8,000	\$235.04 – ([Day School ADE – 4,000] x 0.01873)
8,000 – 16,000 or more	\$160.14 – ([Day School ADE – 8,000] x 0.02002)

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 urban centres. This component also recognizes that, much like remote school boards, French-language school boards in southern Ontario operating in a minority language context face higher costs in obtaining goods and services.

Distance (referred to as *D* in the formula below) 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.

$$\frac{\text{Distance / Urban Allocation}}{\text{Allocation}} = \left(\begin{array}{l} \text{per pupil allocation} \\ \text{based on distance (D)} \end{array} \times \text{urban factor} \right)$$

Distance	Per-Pupil Allocation
0 – 150 kilometres	\$0
150 – 650 kilometres	\$1.02438 x (D–150)
650 – 1150 kilometres	\$512.19 + [\$0.13786 x (D–650)]
1150 kilometres +	\$581.12

City or town within a board's jurisdiction with a population of	Urban factor
0 – 25,000	1
25,000 – 200,000	$1 - \left(\frac{\text{population} - 25,000}{175,000} \right)$
200,000 +	0

Distance Equivalence

French-language school boards receive the higher of their distance/urban allocation or a distance allocation of \$167.32 per pupil.

School Dispersion

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

The school dispersion measure consists of:

- 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, 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.

The average dispersion is expressed as a weighted average of two distances (school-to-school average weighted at 0.8 and board-office-to-school average weighted at 0.2).

Average Dispersion	Per-Pupil Allocation
0 – 14 kilometres	\$0
14 kilometres +	\$5.38966 x (Average Dispersion – 14)

Only boards with an average dispersion distance greater than 14 kilometres qualify for funding under the dispersion component. Each qualifying board's allocation for this component is determined by the following formula:

$$\text{Dispersion Allocation} = (2007 - 08 \text{ ADE}) \times (\$5.35966 / \text{pupil}) \times \left(\frac{\text{Dispersion}}{\text{Factor}} - 14 \text{ km} \right)$$

Each board's average school dispersion distance is set out in the *Grants for Student Needs – Legislative Grants for the 2007-2008 School Board Fiscal Year* regulation.

Supported Schools Allocation

In 2006–07, the Government introduced the School Foundation Grant, to provide ongoing, stable funding for the cost of principals, vice-principals and secretaries in open and operating schools. This grant recognized the fixed costs of school leadership and administration, and addressed the concerns of school boards with declining enrolment by ensuring that these fixed costs are funded.

The Supported Schools Allocation is building on this approach.

The definition of a school is the same as defined in the School Foundation Grant.

- An Elementary school will be deemed to be “supported” if the next closest elementary school of the same board is at least 20 km away.
- A Secondary school will be deemed to be “supported” if the next closest secondary school of the same board is at least 45 km away.

Funding is provided so that:

- Supported elementary schools with 50 or more students will generate funding for a minimum of 7.5 teachers.
- Supported secondary schools with 50 or more students will generate funding for a minimum of 14 teachers.
- As enrolment increases beyond 150 for a supported elementary school or for beyond 200 for a supported secondary school, these schools will generate additional funding for teachers, beyond funding model standards, to reflect the fact that providing specialist teachers and programs may require travel by teachers.
- Funding for teachers will be scaled for supported schools with enrolments between 1 and 49 students.

Supported schools* will also generate funding through the School Operations and School Renewal allocations at 100 percent of their pupil capacity (see page 89.)

Funding for Elementary Supported Schools

Supported School Size (2007–08 ADE)	Funding (using 2007–08 ADE)
ADE greater than 1 and less than 50	$\$61,437.03 + (\text{ADE} \times \$6,157.99)$
ADE greater than 50 and less than 150	$\$535,788.08 - (\text{ADE} \times \$3,329.03)$
ADE equal to or greater than 150	$\$36,433.59$

* Supported schools are referred to as “outlying schools” in the *Grants for Student Needs – Legislative Grants for the 2007-2008 School Board Fiscal Year* regulation.

Funding for Secondary Supported* Schools

Supported School Size (2007–08 ADE)	Funding (using 2007–08 ADE)
ADE greater than 1 and less than 50	$\$52,507.23 + (\text{ADE} \times \$14,823.47)$
ADE greater than 50 and less than 200	$\$1,000,137.23 - (\text{ADE} \times \$4,129.14)$
ADE greater than 200 and less than 500	$\$242,890.59 - (\text{ADE} \times \$342.90)$
ADE equal to or greater than 500	$\$71,438.41$

Funding for French-language secondary supported schools is net of funding received through the secondary school component of the ALF component of the Language Grant.

Distant Schools Allocation - Learning Resources Component

The Distant Schools Allocation (DSA) was introduced in 2003–04 as part of the Rural Education Strategy. The components of the Rural Education Strategy in 2007–08 are the DSA - Learning Resources component and the Distant Top-up Funding (see page 89), flowed through the School Operations and School Renewal grants.

In 2007–08, the combined funding offered through the new Supported Schools Allocation and the residual DSA - Learning Resources component of the Geographic Circumstances Grant will be equivalent to or higher than the 2006–07 DSA funding for each board, subject only to adjustments to recognize where previously eligible schools have been closed by a board. The residual DSA is continued in 2007–08.

Rural and Small Community Allocation

The Government is providing further support to boards with schools in rural or small communities with the new Rural and Small Community Allocation (RSCA). This allocation is based on the Rural and Small Community Measure, which represents the proportion of a municipality's population residing in rural areas or small communities. The Rural and Small Community Measure is used to support provincial grants to municipalities through the Ontario Municipal Partnership Fund. As with the Fund, the

* Includes schools designated as Combined schools in the School Foundation Grant.

Ministry of Education's Rural and Small Community Allocation is provided to boards with a minimum rural measure of 25 percent, and on a sliding scale up to a rural measure of 75 percent. Boards with a rural measure of 75 percent or greater receive the full amount of support.

Rural and Small Community Allocation

$$RSCA = ADE \times \text{per - pupil amount} \times RCSI \text{ factor}^*$$

Boards* with a minimum measure of 25% are eligible for this funding and it is calculated as follows:

$$\text{If } RSCI \geq 75\%, \text{ then } RSCA = ADE \times \$20.50$$

$$\text{If } RSCI \geq 25\% \text{ and } \leq 75\%, \text{ then } RSCA = ADE \times \$20.5 \times (RSCI - 25\%) \times 2$$

* The Rural and Small Community Index (RSCI) factors are listed in the *Grants for Student Needs – Legislative Grants for the 2007-2008 School Board Fiscal Year* regulation.

Learning Opportunities Grant

The original Learning Opportunities Grant permitted boards to offer a wide range of locally determined programs to improve the educational achievement of students with a higher risk of academic difficulties. The grant consisted of a single component, which was later named the Demographic Component. Two other components were added subsequently to further address student achievement.

The Learning Opportunities Grant (LOG) for 2007–08 consists of three components:

- Demographic Component (\$332.1 million),
- Literacy and Math Outside the School Day Component (\$16.4 million), and
- Student Success, Grades 7 to 12 Component (\$56 million).

For 2007–08, total funding of \$404.5 million is projected for LOG.

Demographic Component

The largest portion of LOG funding (\$332.1 million) is flowed through the Demographic Component, which provides funding based on social and economic indicators that have been associated with a higher risk of academic difficulties for students. This component permits boards to offer a wide range of programs to improve the educational achievement of these students. Boards have considerable latitude in determining the kinds of programs and supports that they provide with the Demographic Component funding.

This component uses three models, each for a designated portion of funding, to determine funding allocations for school boards. While the first model determines the base amount, the second and third models are specific to the enhancements introduced in 2002–03, 2003–04, and 2004–05.

$$\begin{array}{l} \textit{Demographic} \\ \textit{Component} \end{array} = \begin{array}{l} 1998 - 99 \\ \textit{Model} \end{array} + \begin{array}{l} 2002 - 03 \\ \textit{Model} \end{array} + \begin{array}{l} 2003 - 04 \textit{ and} \\ 2004 - 05 \\ \textit{Model} \end{array}$$

Each board's allocation for the total Demographic Component is set out in the *Grants for Student Needs – Legislation Grants for the 2007-2008 School Board Fiscal Year* regulation.

1998–99 Allocation Model and Method

The initial model, created for the 1998–99 school year, was determined by the following socio-economic indicators derived from 1991 census information provided by Statistics Canada:

Indicator	Description	Provincial Rate
Low Income Cut-Off (LICO)	The percent of all persons who are living below the low income cut-off (LICO) point. LICOs are determined by Statistics Canada and vary from community to community.	13.1%
Low Education	The percent of all persons 15 years or over who have less than a Grade 9 level education.	11.5%
Recent Immigrants	The percent of all persons who immigrated to Canada between 1988 and 1991.	3.25%
Aboriginal Status	The percent of all persons indicating Aboriginal as their sole ethnic origin.	0.7%

The funding is based on:

- the eligible enumeration areas within the board,
- the funding units within eligible enumeration areas, and
- the allocation of funding units among each board within the eligible areas.

Eligible Area

The area used for the purpose of the calculation is an enumeration area. An area is eligible where the percentage of the area population in any one of the four socio-economic indicators is at least twice the provincial rate. Once an enumeration area is eligible on any one of the four indicators, its funding is calculated based on the LICO rate for that enumeration area.

Funding Units

$$\text{Funding Units} = \frac{\text{Child population (less than 18 years of age)}}{\text{Provincial LICO rate}} \times \left(\frac{\% \text{ area population [LICO]}}{\text{Provincial LICO rate}} \right)$$

In some instances, LICO information was not available for an eligible enumeration area due to the suppression of low response rates by Statistics Canada. Where no LICO information is available for the eligible enumeration area, the Low Education variable is used in place of LICO for the calculation of funding units.

Example:

Data for enumeration area A:

Child population (under 18 years old)	1,300
% of population below the LICO point	11.1%
% of population with aboriginal status	0.1%
% of population 15 years and older with lower than Grade 9 education	24.0%
% of population who are recent immigrants	5.0%

In this example, the enumeration area qualifies since it is more than twice the provincial rate on the low education variable.

Funding units for eligible area A:

$$1,300 \times \left(\frac{11.1 [LICO \text{ rate of area A}]}{13.1 [provincial LICO \text{ rate}]} \right)$$

Allocation of Funding Units Among Boards

All funding units in eligible enumeration areas are summed according to census subdivisions (CSD). Funding units in a CSD are apportioned to each board by using municipal enumeration data showing school-aged population of public and separate and English and French electors.

The funding units that a board has accumulated are then translated into funding as follows:

$$\left(\frac{\text{Total number of funding units for a board}}{\text{Total number of funding units for all boards}} \right) \times \text{Total Allocation}$$

2002–03 Allocation Model and Method

In 2002–03, funding for the Demographic Component was enhanced by \$15 million, based on the LOG working group’s recommendations. A second model was created to calculate boards’ shares of the \$15 million enhancement. In addition to the four indicators identified in 1998–99, a new factor was introduced to recognize lone parent status for this portion of funding.

The model of the Demographic Component added in 2002–03 is determined by the following socio-economic indicators from the 1996 Census:

Indicator	Description (1996 Census)	Weight
Low Income Cut-Off (LICO)	The percent of all persons who are living below the low income cut-off (LICO) point.	50%
Low Education	The percent of all persons 15 years or over who have less than a Grade 9 level education.	12.5%
Recent Immigration	The percent of all persons who immigrated to Canada between 1991 and 1996.	12.5%
Lone Parent Status	The percent of families that are lone-parent families.	12.5%
Aboriginal Origin	The percent of all persons indicating Aboriginal as their ethnic origin.	12.5%

1. Schools are ranked for each indicator.
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 students 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 units 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.

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

$$\text{School LOG Funding} = \text{School Funding Units} \times \text{Funding Unit Value}$$

5. School funding is summed to determine total funding for each school board.

2003–04 and 2004–05 Allocation Model and Method

Funding for the LOG Demographic Component was enhanced by the \$95 million and \$65 million announced in December 2003 and August 2004, respectively. These enhancements provide a greater share of the increases to boards with the largest numbers of students at risk because of social and economic factors or because the students have arrived in Canada recently.

A third model was created to determine boards' shares of the \$95 million and \$65 million enhancements based on the following socio-economic indicators from the 1996 census:

Indicator	Description (1996 Census)	Weight
Recent Immigration	The percent of all persons who immigrated to Canada between 1991 and 1996.	50%
Low Income Cut-Off (LICO)	The percent of all persons who are living below the low income cut-off (LICO) point.	40%
Low Education	The percent of all persons 15 years or over who have less than a Grade 9 level education.	5%
Lone Parent Status	The percent of families that are lone-parent families.	5%

1. Schools are ranked for each indicator.
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 students 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 units 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.

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

$$\text{School LOG Funding} = \text{School Funding Units} \times \text{Funding Unit Value}$$

5. School funding is summed to determine total funding for each school board.

Literacy and Math Outside the School Day Component

The Literacy and Math Outside the School Day Component provides funding for additional supports to enhance the literacy and math skills of students at risk of not meeting the new curriculum standards and the requirements of the Grade 10 literacy test. In 2007–08, this component is projected to be \$16.4 million.

These courses or programs can be provided during the summer, and during the regular school year outside the regular school day, for:

- A class or course in literacy and math for pupils in Grade 7 or 8 for whom a remedial program in literacy and math has been recommended by the principal of the day school.
- A non-credit class in literacy and math for pupils in Grade 9 to 12* for whom a Grade 9 or 10 remedial program in literacy and math has been recommended by the principal of the day school.
- A class or course in literacy and math established for adults who are parents or guardians of pupils in all grades for whom the principal of the day school has recommended a remedial course in literacy and math.

In 2007–08, per-pupil funding is increasing to \$5,798 per ADE.

Summer Literacy and Math Programs

Per-pupil funding for literacy and math programs at \$5,798 per ADE is available in the summer of 2007, for at-risk students in Grades 7 to 12 and for parents of at-risk students. Transportation for students to summer programs in 2007–08 will continue to be provided at the increased level of funding introduced in 2000–01. (Also see [Student Transportation Grant](#).)

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

$$\frac{\text{2007 – 08 transportation allocation for the board}}{\text{2007 – 08 ADE of pupils of the board}} \times \frac{\text{ADE of Grades 7 to 12 literacy and math summer school programs}}{\text{ADE of Grades 7 to 12 literacy and math summer school programs}} \times 3$$

The [School Operations](#) and [School Renewal](#) Allocations of the Pupil Accommodation Grant are also provided for students in Grades 7 to 12 literacy and math summer school programs.

* The average daily enrolment regulation was amended in 2002–03 to clarify that students in Grades 11 and 12 are eligible to enrol in remedial programs in literacy and numeracy that are provided outside the regular school day, where their enrolment has been recommended by the principal.

Student Success, Grades 7 to 12 Component

In 2007–08, \$56 million is being provided for the Student Success, Grades 7 to 12, component to assist students in Grades 7 to 12 who may not 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, Grades 7 to 12 component is allocated* as follows:

- Co-ordinator: 20 percent (\$11.0 million) – provides each school board with a dedicated leader to assist schools in developing programs to improve student success;
- Enrolment: 47 percent (\$26.7 million) – based on enrolment in Grades 7 to 12;
- Demographic: 20 percent (\$11.0 million) – based on socio-economic factors associated with academic success (using the same factors used to allocate the \$15 million added to the Demographic Component of LOG in 2002–03) – ensures that school boards with a higher proportion of risk factors will receive a higher proportion of funds. Each board’s Student Success Demographic Factor is set out in the *Grants for Student Needs – Legislative Grants for the 2007-2008 School Board Fiscal Year* regulation;
- Dispersion: 10 percent (\$5.5 million) – recognizes increased program costs for widely dispersed schools (using the same factor that is used in the Remote and Rural Allocation); and ensures that small, non-urban, and French-language school boards receive a higher proportion of funds to recognize their higher costs; and
- Transportation: 3 percent (\$1.7 million).

* May not add up due to the effects of rounding.

Program Enhancement Grant

The Program Enhancement Grant, new for 2007–08, reflects Ontario’s commitment to supporting a well-rounded education. This \$35 million grant will support programs and activities such as art, music, physical education, and outdoor education.

This grant may be used to:

- fund or enrich existing programs, or
- offer new programs.

It should be noted that, while each board’s level of funding is based on its number of schools, boards have flexibility to decide how to use this funding within their jurisdiction.

$$\text{Program Enhancement Grant Funding} = \text{No. of schools} \times \$7,500$$

Continuing Education and Other Programs Grant

In 2007–08, funding for the Continuing Education and Other Programs Grant is projected to be \$110.3 million.

The Continuing Education and Other Programs Grant supports adult day school programs and continuing education programs, adult Native language, adult credit for diploma, and correspondence/self-study programs.

Funding is provided for crossover or transfer courses to allow students to move between the applied and academic streams in secondary school, and to allow partial credits as permitted by Ontario secondary school curriculum policy documents. The grant provides funding for a class or course for secondary school pupils who wish to transfer between course types in accordance with Section 5.6 of the Ministry publication *Ontario Secondary School Grades 9–12: Program and Diploma Requirements, 1999*.

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

Funding is also provided for international language programs for elementary pupils.

The allocation for international languages for school boards offering approved classes for international language instruction in a language other than English or French is based on a rate of \$45.32 per classroom hour where the board's average class size for the program is 23 or more. The allocation benchmark has been lowered in 2007–08 from 25 to 23 to reflect the lower elementary class sizes as a result of the PCS initiative. Where the average class size for a board with this program is less than 23, the \$45.32 per classroom hour is reduced by \$1 for every pupil less than 23.

Funding for continuing education and summer school programs is \$2,660 per ADE (excluding pupils in respect of whom fees are chargeable under the tuition fees regulation).

Funding for day school pupils aged 21 and over is \$2,660 per ADE. The School Operations and School Renewal Allocations of the Pupil Accommodation Grant are provided for these students, as well as for students enrolled in summer school programs and in continuing education credit courses offered during the day.

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 and through which the principal may grant secondary school credits to mature students. Beginning in 2003–04, funding was provided for the delivery of PLAR services to mature students who are enrolled in a board to take credit courses toward the Ontario Secondary School Diploma. PLAR assessment services that are funded include:

- \$107 for an individual student assessment for Grade 9 and 10 credits (maximum of one such assessment per mature student in any one school year);
- \$107 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
- \$322 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.

After-School Credit Programs

Funding for after-school credit courses for both secondary and elementary reach-ahead students is provided through the Continuing Education and Other Programs Grant.

Cost Adjustment and Teacher Qualifications and Experience Grant

The Cost Adjustment and Teacher Qualifications and Experience Grant provides funding to boards with teachers who, because of their qualifications and experience, have salaries above the benchmark level used in the Pupil Foundation Grant.

Total funding of \$775.6 million is projected for the Cost Adjustment and Teacher Qualifications and Experience Grant in 2007–08. The additional elementary specialist and secondary Student Success teachers are included in projecting this allocation.

Funding is provided through two components:

- Cost Adjustment Component, and
- Teacher Qualifications and Experience Component.

Cost Adjustment Component

A cost adjustment for non-teaching staff is being provided in 2007–08 on the same basis as in 2006–07. The Ministry has estimated the amount of funding needed by calculating average salaries for various staffing categories – using salary and staffing information reported by boards in the 2006–07 Revised Estimates – and comparing these average salaries to the benchmarks.

Each board’s funding under the Cost Adjustment Component is set out in the *Grants for Student Needs – Legislative Grants for the 2007-2008 School Board Fiscal Year* regulation.

Teacher Qualifications and Experience Component

The elementary per-pupil allocation for teacher qualifications and experience is calculated as follows:

$$\left(\text{Sum of} \left[\frac{\text{Elementary teachers on board's regular grid} \times \text{Instructional salary matrix}}{\text{Number of elementary teachers on board's regular grid distribution}} - 1 \right] \times \$3,433 \right)$$

The secondary per-pupil allocation for teacher qualifications and experience is calculated as follows:

$$\left(\text{Sum of} \left[\frac{\text{Secondary teachers on board's regular grid} \times \text{Instructional salary matrix}}{\text{Number of secondary teachers on board's regular grid distribution}} - 1 \right] \times \$4,391 \right)$$

Instructional Salary Matrix

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

In 2007–08, the salary benchmark for teachers is being increased by 3 percent as part of the four-year labour framework agreement.

The salary matrix reflects a benchmark of \$64,301 for a teacher’s salary and excludes teacher-consultants and the administrative component of principals and vice-principals. They are, therefore, to be excluded from the board’s regular grid distribution for the purpose of calculating grant entitlements. Teachers providing instruction in care and treatment facilities are also excluded from the board’s grid distribution. This is because the instructional cost of such programs is funded under special education, and pupils in these programs are not counted as pupils of the board.

The teacher distribution as of October 31, 2007, is used for the calculation of this grant. Where the qualification of a teacher changes after October 31, 2007, and the change for salary purposes is retroactive to October 2006, or earlier, the changed qualification category is used for the purpose of this calculation.

Funding recognizes teachers' actual experience and ensures consistent claims for the Teacher Qualifications and Experience component by recognizing part years of teaching. Boards are to place teachers on the experience grid by rounding part-year experience to the nearest whole number of years of experience.

Student Transportation Grant

The Student Transportation Grant provides school boards with funding in order to transport students from home to school, including transporting students with special needs.

For 2007–08, it is projected that \$773.7 million will be provided to school boards through the Student Transportation Grant. This represents an increase of \$29.2 million, or 3.9 percent, over what was provided in 2006–07, and includes \$14.7 million, or 2 percent, in recognition of higher fuel prices and other costs associated with providing school bus services. It also includes \$3.0 million that is being provided to boards that experience increases in enrolment. For 2007–08, the Ministry will continue to provide transitional support for school boards with declining enrolment, and as a result no negative adjustments will be made.

In demonstrating its continuing support for school bus safety, the Government has included the \$1.5 million it allocated last year for school bus safety in the base for 2007–08. This will allow boards to continue to work with operators and school bus drivers to enhance the culture of safety that surrounds student transportation.

School Boards with Declining Enrolment

For school boards with declining enrolment, that is, boards whose 2007–08 day school ADE is less than their 2006–07 day school ADE:

$$\text{Transportation Allocation} = \left[\begin{array}{c} 2006 - 07 \text{ Allocation for Transportation} \\ \text{less} \\ \text{Expenditures in 2006 - 07 for} \\ \text{Transportation to Provincial Schools} \end{array} \right] \times (1.02)$$

School Boards with Increasing Enrolment

For school boards with increasing enrolment, that is, boards whose 2007–08 day school ADE is greater than their 2006–07 day school ADE:

$$\begin{array}{l} \textit{Transportation} \\ \textit{Allocation} \end{array} = \left[\begin{array}{c} 2006 - 07 \textit{ Allocation} \\ \textit{for Transportation} \\ \textit{less} \\ \textit{Expenditures in 2006 - 07 for} \\ \textit{Transportation to Provincial Schools} \end{array} \right] \times \left[\begin{array}{c} 2007 - 08 \\ \textit{Day School ADE} \\ \hline 2006 - 07 \\ \textit{Day School ADE} \end{array} + 0.02 \right]$$

Funding for Transportation to Provincial Schools

Funding for Provincial Schools transportation is allocated based on expenditures reported by the board in 2007–08, as approved by the Ministry.

In continuing with the changes that were introduced in 2006–07, the Consortium de transport scolaire d'Ottawa, served by Conseil des écoles catholiques de langue française du Centre-Est, will co-ordinate transportation for all students attending Centre Jules-Léger. The Ottawa-Carleton District School Board (DSB) will coordinate transportation for all students attending a residential program at an English-language provincial or demonstration school. Transportation funding to cover these expenditures will flow directly to the two boards.

School boards that provide daily transportation to an English-language provincial or demonstration school will continue to be reimbursed, based on approved expenditures reported by the board.

Funding for Summer School Transportation

Additional allowances for transportation are included under the Learning Opportunities Grant for literacy and math remediation and student success programs. Please refer to Learning Opportunities Grant for details.

Student Transportation Reform

As announced in the 2006–07 GSN, student transportation is undergoing fundamental reform to increase the transparency and effectiveness of the system. As outlined in memorandum 2006: SB13, school boards were required to submit plans indicating how they would meet the consortia requirements outlined by the Ministry. Once a consortium has achieved full consortia status, an Effectiveness and Efficiency (E&E) review will be scheduled. Between November 2006 and February 2007, four consortia sites were selected for E&E reviews, which were undertaken by third party consultants under contract to the Ministry. These reviews have resulted in funding adjustments for the boards involved, which were applied through amendments to the 2006–07 Grants. Over the next two years, the Ministry will continue to conduct E&E reviews of established consortia, and based on findings and recommendations, make funding adjustments.

As part of the reform of student transportation, the Ministry engaged Deloitte and Touche LLP to conduct a school bus cost study, incorporating standards for safe vehicles and trained drivers. This cost study was released in Memorandum 2007: SB16.

The cost study establishes a new cost benchmark for the operation of a 72-passenger school bus. The benchmark is primarily intended to serve as a reference and resource for school boards and operators in negotiating school bus contracts.

The Ministry will provide, subject to approval by the Lieutenant Governor in Council, approximately \$11.5 million in additional funding in parts of the province where current contract rates are below this new cost benchmark, as adjusted to local circumstances. Details regarding the methodology for calculating the funding enhancement were communicated to the sector in Memorandum 2007: SB17.

Declining Enrolment Adjustment

For 2007–08, total funding of \$75.8 million is projected for the Declining Enrolment Adjustment (DEA).

Because much of each board’s revenue from education funding is determined by enrolment, boards with declining enrolment lose revenue. This is appropriate because boards no longer need the same number of teachers and other supports when there are fewer students.

Boards’ 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 to adjust to reduced enrolment. Other costs cannot be adjusted as easily. The DEA recognizes that it takes time for boards to adjust their cost structures to declines in enrolment.

For 2007–08, the adjustment is determined by calculating 25 percent of the school board’s Declining Enrolment Adjustment in 2005–06, adding to it 50 percent of the school board’s Declining Enrolment Adjustment in 2006–07, and adding to it the school board’s Declining Enrolment Adjustment for 2007–08, which is calculated as follows:

1. Determine the decrease in operating revenue between 2006–07 and 2007–08, excluding the impact of new investments added to education funding in 2007–08. (A in the following formula).

$$A = B - C$$

Where:

B = Total operating revenue in 2006–07 (excluding allocations not based on enrolment^{*})

C = Total operating revenue in 2007–08 (excluding allocations not based on enrolment and new investments^{**}).

* Operating revenue for 2006–07 includes: Pupil Foundation Grant, the Special Education Per Pupil Amount (SEPPA) of the Special Education Grant, the French First Language component of the Language Grant, the Remote and Rural Allocation of the Geographic Circumstances Grant, all components – except the Trustees – of the School Board Administration and Governance Grant, and the School Operations Allocation of the Pupil Accommodation Grant.

** 2007–08 operating revenue also excludes new investments.

- Calculate the reduction in costs the board is expected to achieve as a result of the enrolment decline (D). This equals 58 percent of the percent decline in enrolment applied to the 2006–07 operating revenue.

$$D = (58\% \text{ of rate of enrolment decline}) \times B$$

- Where revenue has declined, determine the amount by which the operating revenue decline exceeds the expected reduction in the board's costs (E). (A board is only eligible for the Declining Enrolment Adjustment if the operating revenue decline is greater than the expected cost reduction.)

$$E = A - D$$

- Apply scaling factor (G) to determine Declining Enrolment Adjustment (F). The scaling factor increases as enrolment decreases in recognition that the more significant the decline in enrolment, the more transitional assistance a board may need to adjust its cost structure.

$$F = G \times E$$

The table below provides examples of scaling factors for specific percentage enrolment declines.

Percent Enrolment Decline	Factor	Percent Enrolment Decline	Factor	Percent Enrolment Decline	Factor
0.1%	0.50000	1.1%	0.88636	2.1%	1.08333
0.2%	0.50000	1.2%	0.89583	2.2%	1.10227
0.3%	0.58333	1.3%	0.90385	2.3%	1.11957
0.4%	0.68750	1.4%	0.91017	2.4%	1.13542
0.5%	0.75000	1.5%	0.91667	2.5%	1.15000
0.6%	0.79167	1.6%	0.95313	2.6%	1.16346
0.7%	0.82143	1.7%	0.98529	2.7%	1.17593
0.8%	0.84375	1.8%	1.01389	2.8%	1.18750
0.9%	0.86110	1.9%	1.03947	2.9%	1.19828
1.0%	0.87500	2.0%	1.06250	3.0%	1.20833

To determine the scaling factor (G) of a board that has declining enrolment, apply the following formula (to five decimal points):

$$H = 1 - \frac{2007 - 08 \text{ day school ADE of the board}}{2006 - 07 \text{ day school ADE of the board}}$$

Day school ADE includes enrolment of JK to Grade 12 pupils of the board, excluding pupils 21 and over.

If the amount H does not exceed 0.0025, the scaling factor is 0.5.

If the amount H is greater than 0.0025 but does not exceed 0.015, the scaling factor is calculated as follows:

$$G = \frac{(H - 0.0025) + 0.00125}{H}$$

If the amount H is greater than 0.015, the scaling factor is calculated as follows:

$$G = \frac{1.5 (H - 0.015) + 0.01375}{H}$$

School Board Administration and Governance Grant

This grant provides funding for administration and governance costs, including the costs of operating board offices and central facilities. This funding provides for all board-based staff and expenditures, including supervisory officers and their secretarial support.

Funding is provided through four components:

- Trustees,
- Directors and Supervisory Officers,
- Board Administration, and
- Multiple Municipalities.

For 2007–08, total funding of \$502.8 million is projected for the School Board Administration and Governance Grant.

Trustees Component

Trustee Honoraria

Bill 78, the *Education Statute Law Amendment Act (Student Performance), 2006*, provides a formula which establishes the maximum honorarium a board member may receive. The honorarium at each board is established in an election year by the outgoing trustees prior to October 31 and after consultation with a local citizens' advisory committee.

This funding component, which is based on the number of trustees, supports trustee honoraria, expenses, meeting costs, and professional development (for example, conferences).

Under the old funding approach, the funding was calculated as follows:

\$5,000	per trustee (including chair) for trustee honoraria
\$5,000	per trustee (including chair) for travel and expense allowance, professional development, and other costs
\$10,000	per board as additional honoraria for the chair and vice-chair

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

base amount (\$5,900) + attendance amount (\$1,200) that assumes attendance at two committees of the board per month, which are required under the <i>Education Act</i>	per trustee (including chair and vice-chair) for trustee honoraria and attendance amount
base amount (\$5,000) for chair + base amount of (\$2,500) for vice-chair	per board as additional honorarium for the chair and vice-chair
distance amount (\$1,800) for boards with a jurisdiction greater than 9,000 square kilometres (as listed in Ont. Reg. 412/00, <i>Elections To and Representation On District School Boards</i>) - funding assumes travel to two committees of the board per month, which are required under the Education Act, as well as travel to one board meeting per month	per trustee (including chair and vice-chair) for distance amount
enrolment amount ($\$1.75 \times \text{ADE} \div$ the number of trustees excluding First Nations and student trustees; native trustees receive amount equivalent to the enrolment amount received by the non-native trustees*)	per trustee (including chair) for trustee honoraria
enrolment amount ($\$0.05 \times \text{ADE}$, with a minimum amount of \$500 and a maximum amount of \$5,000*)	per board as additional honorarium for the chair
enrolment amount ($\$0.025 \times \text{ADE}$, with a minimum amount of \$250 and a maximum amount of \$2,500*)	per board as additional honorarium for the vice-chair
\$5,000	per trustee (including chair and vice-chair) for travel and expense allowance, professional development, and other costs

Currently, 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 honorarium, while boards provide any additional costs.

* ADE = Average Daily Enrolment. The ADE figures used are those submitted by school boards through their Estimates submission from the previous school year.

Student Trustee Honoraria

Ontario Regulation 7/07, *Student Trustees*, supplements the new rights and responsibilities given to student trustees in 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 will provide, through the School Board Administration and Governance Grant:

\$1,250	per student trustee for trustee honorarium, based on the actual number of student trustees per board
\$5,000	per student trustee for travel and expense allowance, professional development, and other costs

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

Directors and Supervisory Officers Component

Funding is based on costs for one Director per board and a number of Supervisory Officers reflecting board enrolment. This component is intended to cover salaries and benefits of these staff. This component also recognizes the higher administrative costs incurred by some boards, by using their Remote and Rural Allocation of the Geographic Circumstances Grant, the Demographic Component of the Learning Opportunities Grant, and the capital components of the Pupil Accommodation Grant*.

* Pupil Accommodation Grant, excluding School Operations, School Renewal and Capital Debt Commitments.

Directors and Supervisory Officers Component	2007–08
Base amount	\$487,093
Per-pupil amount for first 10,000 pupils	\$12.41
Per-pupil amount for next 10,000 pupils	\$18.13
Per-pupil amount for remaining pupils	\$24.93
% Geographic Circumstances Grant (Remote and Rural Allocation)	2.17%
% Learning Opportunities Grant (Demographic Component)	0.62%
% Pupil Accommodation Grant (Capital components)	1%

Board Administration Component

This component provides funding for the business and other administrative functions of a board and the costs of operating and maintaining board offices and facilities. As with the Director and Supervisory Officers Component, the Board Administration Component recognizes the higher costs of administration in some boards. This component covers expenses and support staff for the director and supervisory officers.

Dues to stakeholder organizations, including trustee associations, as well as support staff costs for trustees, are also funded from the Board Administration Component.

This component also provides funding for school councils.

Board Administration Component	2007–08
Base amount	\$90,486
Per-pupil amount	\$196.00
% Geographic Circumstances Grant (Remote and Rural Allocation)	11.94%
% Learning Opportunities Grant (Demographic Component)	0.62%
% Pupil Accommodation Grant (Capital components)	1%

Enrolment used for determining the grants is the day-school ADE of pupils of the board (JK to Grade 12, excluding pupils 21 and over).

Multiple Municipalities Component

The Multiple Municipalities Component recognizes the additional costs of boards that are required to interact with a large number of municipalities and other local governing agencies. Boards incur administrative costs from dealing with municipalities concerning property taxes. They also are required to reach protocols and agreements with local agencies, such as police services and children's aid societies.

Additional funding is provided to boards with more than 30 municipalities in their jurisdiction.

Allocation Per Municipality	
# of municipalities	\$ for each municipality
Between 1 and 30	\$0
Between 30 and 49	\$500
Between 50 and 99	\$750
From 100 to any number higher	\$1,000

Pupil Accommodation Grant

The Pupil Accommodation Grant has eight major allocations:

- School Operations,
- School Renewal,
- New Pupil Places,
- Prohibitive to Repair,
- Primary Class Size Reduction,
- Growth Schools,
- Capital Transitional Adjustment, and
- Prior Capital Commitments.

These investments address current accommodation pressures facing the education sector and set the stage for longer term reform of capital funding.

For 2007–08, total funding of \$2.82* billion is projected for the Pupil Accommodation Grant**.

Factors Used to Determine the Pupil Accommodation Grant

Enrolment

Elementary Enrolment

Day School Average Daily Enrolment of pupils enrolled in Junior Kindergarten, Kindergarten, and Grades 1 to 8.

Secondary Enrolment

Day School Average Daily Enrolment of pupils enrolled in Grades 9 through 12, excluding students 21 years of age and older.

* This amount is a Ministry of Education projection as of August for the 2007–08 school year. Actual funding varies over the course of the school year because of changes in enrolment and board program decisions.

** Includes Prior Capital Commitments.

Adult Enrolment

Day School Average Daily Enrolment (ADE) of students 21 years of age or older plus the ADE of students enrolled in Continuing Education credit courses during the day, excluding pupils enrolled in correspondence self-study programs, but including students in summer school programs.

Benchmarks

Area Requirements Per Pupil

Elementary (2005): 104.4 square feet (9.70 m²)

Provides sufficient teaching and ancillary space to permit the effective delivery of elementary school programming and includes changes to recognize the increase in the number of classrooms needed for reducing primary class size and provides additional space required to accommodate the typical distribution of special education, learning opportunities, and language (for example, ESL) programming.

Elementary (1998): 100 square feet (9.29 m²)

Provided sufficient teaching and ancillary space to permit the effective delivery of elementary school programming consistent with the average class size limits under the Education Act and provided additional space required to accommodate the typical distribution of special education, learning opportunities, and language (for example, ESL) programming.

Secondary: 130 square feet (12.07 m²)

Provides sufficient teaching and ancillary space to permit the effective delivery of secondary school programming consistent with the average class size limits under the Education Act and provides additional space required to accommodate the typical distribution of special education, learning opportunities, and language (for example, ESL) programming.

Adult: 100 square feet (9.29 m²)

Lower than the traditional secondary school panel because less additional space is required for special needs programs.

Operating Cost

The funding benchmark for elementary, secondary, and adult education for the School Operations Allocation is:

\$6.18 per square foot (\$66.48/m²).

Renewal Cost

The weighted average of \$0.65 and \$0.98 per square foot (\$7.03 and \$10.54 per m²) for schools under and over 20 years of age, respectively.

Construction Cost

Elementary (2005): \$11.22 per square foot (\$120.77/m²)

Represents the estimated cost of \$154 per square foot (\$1,660/m²) to design, construct, furnish, and equip new elementary schools, amortized over a 25-year period.

Elementary (1998): \$11.00 per square foot (\$118.40/m²)

Represented an estimated cost of \$117 per square foot (\$1,259/m²) to design, construct, furnish, and equip new elementary schools, amortized over a 25-year period.

Secondary (2005): \$12.24 per square foot (\$131.75/m²)

Represents the estimated cost of \$168 per square foot (\$1,811/m²) to design, construct, furnish, and equip new secondary schools, amortized over a 25-year period.

Secondary (1998): \$12.00 per square foot (\$129.17/m²)

Represented the estimated cost of \$126 per square foot (\$1,356/m²) to design, construct, furnish, and equip new secondary schools, amortized over a 25-year period.

Geographic Adjustment Factor

A Geographic Adjustment Factor (GAF) is applied to most current capital allocations and the School Renewal Allocation in recognition of differences in construction costs across the province. These factors were updated in 2005.

Supplementary Area Factor

An adjustment factor is applied in the calculation of the School Operations Allocation and the School Renewal Allocation. The Supplementary Area Factor recognizes unique design features of a board's schools, such as wide hallways, large shop spaces, auditorium space, and the additional space needs of special education programs.

The factor is based on information compiled in the School Facilities Inventory System. Separate factors that reflect the area per-pupil place are calculated for elementary and secondary schools.

Top-Up Funding

Regular Top-Up Funding (20-percent Adjustment to Capacity Levels)

Additional funding is provided for school operations and renewal for schools that are operating at less than full capacity. Top-up funding is calculated on a school-by-school basis for schools offering a regular day school program (exclusive of adult day school). This additional funding, which is not to exceed the revenue generated by enrolment equal to 20 percent of school capacity, increases total revenue for school operations and renewal for a school up to the amount that would be generated if the school were operating at full capacity.

Supported Schools Top-Up Funding

Schools identified as “supported” under the Supported Schools Allocation of the Geographic Circumstances Grant, are provided with enhanced top-up funding for school operations and renewal up to 100 percent of school capacity to recognize the higher per-pupil costs of cleaning and maintaining these facilities where enrolment is less than the capacity of the school. Supported schools are not eligible for rural schools or distant schools top-up funding.

Rural Schools Top-Up Funding

Schools identified as “rural” under the Rural Schools Component of the Geographic Circumstances Grant, are provided with enhanced top-up funding for school operations and renewal up to 100 percent of school capacity to recognize the higher per-pupil costs of cleaning and maintaining these facilities where enrolment is less than the capacity of the school. Rural schools are not eligible for supported schools or distant schools top-up funding.

Distant Schools Top-Up Funding

Schools identified as “distant” under the 2003–04 Rural Education Strategy will receive an amount equivalent to that received under the 2003–04 Distant Schools top-up funding, in addition to the regular top-up entitlement. The Distant Schools top-up funding has been adjusted to take into account schools that have been opened or closed since 2003–04, up to and including schools opened or closed in 2006–07. Distant schools are not eligible for supported schools or rural schools top-up funding.

School Operations Allocation

All boards receive the School Operations Allocation, which addresses the costs of operating schools, that is, heating, lighting, maintaining, and cleaning. The allocation is calculated separately for the elementary and secondary panels and for adult education using the following formula:

$$\begin{aligned}
 & \text{Grant for School Operations} = \text{Enrolment plus approved spaces in care, treatment \& custody programs in schools} \times \text{Benchmark Area Requirement per pupil} \times \text{Supplementary School Area Factor} \times \text{Benchmark operating cost per square foot} \\
 & \text{Plus} \\
 & \text{Top – up funding for School Operations}^* \\
 & \text{Plus} \\
 & \text{Top – up funding for schools identified as supported or rural in 2007 – 08} \\
 & \text{Plus} \\
 & \text{Top – up funding for schools identified as distant in the Rural Education Strategy} \\
 & \text{(fixed at 2003 – 04 levels)}^{**} \\
 & \text{Plus} \\
 & \text{Allocation for Licensing \& Related Fees for Approved Asset Management Software} \\
 & \text{Plus} \\
 & \text{Allocation for Community Use of Schools}
 \end{aligned}$$

* Top-up funding is available for schools that are offering a regular day school program (exclusive of adult day school) and are operating at less than full capacity.

** Distant schools do not include supported schools or rural schools identified under the Geographic Circumstances Grant.

Additional funding in 2007–08 will provide a \$20.1 million increase to School Operations benchmarks. This funding will add approximately 1.2 percent to the school operations budget of school boards to address a range of staffing and cost issues, with similar increases to the benchmarks for Regular and Rural Top-Up for School Operations.

Community Use of Schools

To encourage school boards to make schools more accessible for community use, this program provides school boards with a portion of a \$20 million allocation to cover the incremental costs of community use of facilities. This funding is part of the School Operations Allocation.

School Renewal Allocation

All boards receive the School Renewal Allocation, which addresses the costs of repairing and renovating schools. The allocation is calculated separately for the elementary and secondary school panels and for adult education using the following formula:

$$\begin{array}{ccccccc} \textit{Grant for} & & & & & & \textit{Benchmark} \\ \textit{School} & = & \textit{Enrolment} & \times & \textit{Benchmark Area} & \times & \textit{Renewal} \\ \textit{Renewal} & & & & \textit{Requirement} & \times & \textit{Cost per} \\ & & & & \textit{per Pupil} & & \textit{square foot} \end{array}$$

Plus

*Top – up funding for School Renewal **

Plus

Enhancement to address deferred maintenance needs

(Allocated to reflect a board's share of the total needs in the system)

Plus

Top – up funding for schools identified as supported or rural in 2007 – 08

The sum total of the 4 components

multiplied by

Geographic Adjustment Factor (2005)

Plus

Top – up funding for schools identified as distant in the Rural Education Strategy

*(fixed at 2003 – 04 levels) ***

* Top-up funding is available for schools that are offering a regular day school program (exclusive of adult day school) and are operating at less than full capacity.

** Distant Schools do not include supported schools or rural schools identified under the Geographic Circumstances Grant.

Good Places to Learn Renewal

The allocation of \$2 billion in renewal funding under the Good Places to Learn (GPL) announcement on February 17, 2005, is based on the detailed inspections of each school by building professionals completed in December 2003. During this process, the inspectors identified and prioritized 5-year renewal needs from 2002-03 to 2006-07.

Stage 3 Allocations

In 2007–08, the Ministry will proceed with GPL Stage 3 to provide school boards with support for an additional \$500M worth of renewal projects. The Ministry is in the process of allocating funding for Prohibitive to Repair (PTR) related capital projects. As the GPL Stage 3 allocations will reflect the PTR decisions, the Ministry expects to release the GPL Stage 3 allocations to school boards before September 2007.

Stage 2 Allocations

In 2006–07, GPL Stage 2 funding provided boards with an allocation to support an additional \$500 million in renewal which is approximately 18.5 percent of the eligible renewal base which includes:

- The five-year (2002–03 to 2006–07) high and urgent need projects identified through the inspection of schools in 2003 in the ReCAPP facility management database, less the amount funded in GPL Stage 1; and
- Projects to recognize lacking or inadequate specialized spaces such as gymnasia, libraries, science labs, or broad-based technology, as identified as part of the detail in the ReCAPP database.

Stage 1 Allocations

The GPL Stage 1 funding provided boards with an allocation to support \$1 billion in renewal needs based on approximately 40 percent of their schools' 2002–03 and 2003–04 high and urgent renewal needs. Any unspent Stage 1 allocations can be spent on the range of work that meets the eligibility criteria for GPL Stage 2.

Long-Term Financing

In 2006 the Ministry, working with the Ontario Financing Authority (OFA), established a long-term financing vehicle to support GPL renewal funding. Approximately \$760 million spent on Stage 1 renewal projects was converted to long-term financing in November 2006. The Ministry will continue to work with the OFA to provide long-term financing for the remaining GPL Stage 1 and Stage 2 renewal projects in 2007–08.

Short-Term Financing

The Ministry will continue to fund short-term interest costs associated with the balance of Stage 1, Stage 2 and Stage 3 projects in the 2007–08 school year that have not been long-term financed. The interest cost recognized for funding will continue to be the three-month Bankers' Acceptance rate plus 13 basis points. For boards that borrow against internal reserves to support GPL Stage 1, Stage 2 or Stage 3 projects, funding in 2007–08 will be recognized at the three-month Bankers' Acceptance rate on September 1, 2007.

New Pupil Places Allocation

The New Pupil Places Allocation generally enables boards to construct new schools or additions where boards have demonstrated that they have fully utilized all existing school buildings effectively and that their enrolment cannot be accommodated without new space.

The Good Places to Learn announcement indicated a change in funding policy in 2005–06 to include a new accountability measure (the timing of entitlement provisions) regarding funding for new construction through the New Pupil Places Allocation. The policy continues for funding any pupil places that are recognized as in excess of capacity. The new accountability measure, however, will provide funding for projects constructed, under construction or for which a tender for construction has been accepted. There is no longer a need to cap the New Pupil Places Allocation at \$20 million until a board has begun \$200 million or more in school construction.

Beginning in 2004–05, the benchmark construction costs used in the calculation of the New Pupil Places Allocation were revised. A 2 percent increase in the construction cost benchmark was incorporated into the calculation of the New Pupil Places Allocation.

The benchmark change applies only to eligible pupil places that were not constructed by boards prior to October 2003. The construction cost benchmark figures used when the model was introduced in 1998 will continue to be applied to those pupil places constructed by boards prior to October 2003.

As of February 17, 2005, the policy that allowed school boards to reduce permanent capacity of the inventory of schools used in the calculation of the New Pupil Places Allocation by disposing of surplus schools at no cost to coterminous school boards and the Ontario Realty Corporation was rescinded.

The allocation is calculated separately for the elementary and secondary panels using the following formula:

For schools meeting both of these criteria, a number of pupil places equal to the average of the difference between enrolment and capacity at the school in 2005–06 and 2006–07 is recognized for funding beginning in 2007–08 and will be added to the board's permanent capacity used in the calculation of the New Pupil Places Allocation in 2007–08. This level of funding will be provided for 25 years. This approach will be used for subsequent years.

New Pupil Places – Capital Transitional Adjustments

Funding for new pupil places is also provided for boards to address capital transitional issues for school boards that have enrolment pressures in areas that do not have permanent accommodation or in areas where support for student retention is required.

Some boards have pupils in parts of their jurisdictions but no nearby schools. This results in parents having to choose between busing their children many kilometres to a school or sending their children to a nearby school of a different board. For boards in these circumstances, funding for new pupil places is recognized. This funding will be provided to the boards over a period of 25 years.

New Pupil Places – Use of Pupil Accommodation Reserve Fund for School Sites

Boards receiving funding to address persistent enrolment pressures at specific schools, in recognition of facilities deemed prohibitive to repair, and to address capital transitional pressures may use some of the funds in the Pupil Accommodation Reserve to purchase sites. In addition, a board that requires a school site needed to address accommodation pressures may use some of its Pupil Accommodation Reserves to fund the portion or the entire cost of acquiring the site if this cost is not a growth-related net education land cost, within the meaning of Division E of Part IX of the *Education Act* regarding education development charges.

Sites needed for pupil accommodation arising from new residential development may be acquired with the proceeds from the sale of surplus properties, savings from a board's operating budget, as part of long-term lease or partnership arrangements with municipalities or the private sector, or by imposing education development charges in accordance with Division E of Part IX of the *Education Act* and Ontario Regulation 20/98 as amended.

Transfers from Capital Reserves

As of June 12, 2006, transfers from capital reserves for new commitments funded through the Grant for New Pupil Places are subject to the Ministry's approval prior to the board completing the transfers. As a result of this requirement, boards are strongly advised to seek Ministry approval prior to entering into any new capital financial

commitment and/or tendering a capital project. This change is being implemented as an accountability measure to ensure that boards have the financial resources to carry capital projects to completion.

New Pupil Places – Capital Debt Commitments

The Ministry will provide funding recognition for capital debt commitments that exceed boards' capital Grants for New Pupil Places based on the following conditions:

- The annual debt service costs for the 2007–08 academic year are related to capital debt commitments (long-term financed or not permanently financed) beginning after August 31, 1998 and no later than August 31, 2006, for capital projects constructed, under construction, or where a tender has been awarded.
- Where a board's annual debt service costs exceed the board's annual Grants for New Pupil Places, available funds in the board's Pupil Accommodation and Proceeds of Disposition reserves will be applied to reduce the difference. The balance in the reserves, as reported in the 2005–06 Financial Statements, will be used to calculate the reduction.

New Pupil Places – Inter-Board Transfer of Schools

The Grants for Student Needs – Legislative Grants for the 2007-2008 School Board Fiscal Year regulation includes provisions relating to schools transferred between boards, to make more effective use of existing school facilities. Provided that the prior approval of the Ministry has been obtained, the capacity figure for a transferred school would be the lesser of ADE and the rated capacity of the facility. Transfers must meet the following criteria:

- the transfer is consistent with the boards' long-term accommodation plans;
- the transfer benefits students from both boards (for example, through improved facilities or reduced transportation needs);
- the transfer results in more effective use of existing public assets; and
- the transfer reduces the need for the boards to construct new school facilities.

This “floating” capacity, which will apply only for purposes of calculating the allocation for new pupil places, will remain in effect until such time as enrolment levels in the school reach the rated capacity level for the facility. After that time, the rated capacity for the facility will be used in the determination of the board's grants.

Best Start

The Ministry will be providing capital funding for the construction of Best Start child care spaces in new schools. New schools are those that are planned, tendered, or under construction in the 2005–06 or the 2006–07 academic years. Capital funding is conditional on confirmation and written documentation from school boards that child care spaces at a new school have been approved by the municipality and are contained within a municipally approved Best Start Plan, and that operating funds have been committed for those spaces. Funding entitlement will be based on the lesser of actual costs and the existing elementary benchmarks for the New Pupil Places Allocation increased by a factor of 1.4 to recognize the additional costs associated with the construction of child care spaces.

Long-term Financing Vehicle for Capital Programs

The Ministry is working with the Ontario Financing Authority (OFA) to establish a provincial vehicle to provide long-term financing for approximately \$1.5 billion of construction costs incurred by school boards under the following new capital programs:

- Prohibitive to Repair (PTR)
- Primary Class Size Reduction Capital (PCS)
- Growth Schools
- Capital Transitional Adjustment for French-language boards

In addition, unbuilt projects from prior year PTR and Capital Transitional Adjustment will be included in the new financing approach.

Short-term financing

Boards will be reimbursed for their short-term interest costs incurred on projects that are underway. For 2006-07, the Ministry will recognize short-term interest costs at the rate arranged by the board. The Ministry will work with the OFA and the banking community to establish a benchmark rate for 2007–08.

Long-term financing

Boards will be permitted to access long-term financing for projects supported by these capital programs at the maximum principal amount allocated to the board, by program. Boards should note that the 2006-07 and 2007–08 grant regulations will be amended to clearly define maximum allocations by capital program.

The maximum principal amount of the financing cannot exceed the allocations that boards receive under each of the four programs. Boards will be required to ensure costs under each of these programs do not exceed the maximum allocation. Once the long-term financing has been set, the Ministry will flow the actual principal and interest costs to support the financing costs.

The Ministry expects that the first issuance of long-term financing will occur later in the 2007–08 school year provided that a critical mass of capital project costs have been incurred by school boards.

Prohibitive-to-Repair Schools

The Prohibitive-to-Repair (PTR) component of the Good Places to Learn announcement will provide funding to support approximately \$700 million worth of new construction to repair or replace schools in poor condition.

PTR schools are currently defined as those whose costs of bringing the school up to Ministry standards would be greater than 65 percent of the replacement cost of the school. This is known as the Facility Condition Index (FCI), and is a building industry standard in calculating the facility condition. The Ministry created a preliminary inventory of approximately 200 schools across the province with an FCI of 65 percent or greater. The Ministry uses two methods of calculating FCI. The first determines FCI using On The Ground (OTG) capacity and the second using Gross Floor Area (GFA).

On October 31, 2006, the Ministry provided boards with an opportunity to add facilities and/or remove facilities on the Ministry's potential-PTR-candidates list since some boards indicated that the original school inspection excluded some aspects of school renewal needs, such as asbestos removal and accessibility issues.

The Ministry is in the process of allocating funding for PTR-related capital projects.

Primary Class Size Reduction

Funding to support more than \$700 million of primary class size (PCS) capital has been allocated to school boards to build or acquire additional classrooms that are required to accommodate smaller class sizes.

This funding provides school boards with the opportunity to make a one-time adjustment to their elementary capital stock to reflect the increased space required to support smaller sized primary classes.

A school board's primary class size space needs were reviewed, on a school-by-school basis, by the Ministry and the school board. These reviews have been completed and each school board's primary class size space needs allocation has been finalized.

Each school board's final PCS space needs allocation was used to calculate the total maximum primary class size capital entitlement available to a board. A school board's entitlement was determined using the following formula:

$$\begin{array}{rcccl}
 \textit{Total Maximum} & & \textit{Benchmark} & & \textit{Benchmark} & & \textit{Geographic} \\
 \textit{PCS Capital} & = & \textit{Elementary Area} & \times & \textit{Elementary} & \times & \textit{Adjustment} \\
 \textit{Entitlement} & & \textit{Requirement} & & \textit{Construction} & & \textit{Factor} \\
 & & \textit{per pupil} & & \textit{Cost (2005)} & & \textit{(2005)} \\
 & & \textit{(2005)} & & \textit{(\$1,660.25)} & &
 \end{array}$$

School boards will receive capital funding from the Ministry to support their PCS-related capital projects up to the board's total maximum PCS capital entitlement.

Growth Schools

Some school boards are, as a result of significant new residential development, facing needs for new schools that surpass the funding available from the New Pupil Places Allocation. The Government is supporting up to \$137 million in capital funding for boards in need of schools in areas of new residential development, but for which the New Pupil Places Allocation is insufficient.

Funding will be made available to boards that submit business cases that meet the following criteria:

- The board has an Education Development Charge (EDC) by-law in place and has optioned/purchased sites, to be funded with Education Development Charges, in new residential developments, or the board plans to accommodate the growth on sites that are within an area identified in an EDC background study;
- The school to be constructed is needed for the 2007–08, 2008–09 or 2009–10 school year;
- The school has been identified as part of the board's long-term capital plan;
- The planned school is projected to be at an average utilization of 80 percent or greater over a 10-year period beginning in the second year of the operation of the school;
- The board's New Pupil Places Allocation is insufficient to support the funding of this new need and/or insufficient to support debt service costs associated with new schools;
- Available funds in the board's existing capital reserves are to be applied to fully

support or, if insufficient, partially support the school.

Capital Transitional Adjustment

The 2006–07 Grants for Student Needs (GSN) introduced funding support over a four-year period to provide \$220 million in capital construction for French-language school boards that have enrolment needs in areas without permanent accommodation.

The 2007–08 school year is the second year of this four-year program. Approvals of projects within the full four-year program have been issued to the French-language school boards.

Prior Capital Commitments

Outstanding Capital Commitments

In January 1997, the Minister of Education and Training announced a \$650 million capital program for the years 1997–98 and 1998–99. In 1999–2000, the outstanding capital commitments from this program were converted to pupil places so that the amount owed to boards could be paid in the same manner as the New Pupil Places Allocation. The Pupil Accommodation Grant provides boards with funding to meet the cost of financing the outstanding grant amount over a 25-year period.

Debt Charges

In 1998, the Ministry committed to provide funding in 1998–99, 1999–2000, and 2000–01 to cover the servicing costs of loans related to capital projects approved prior to May 15, 1998. This funding continues.

On June 2, 2003, permanent financing for \$891 million of the capital-related debt that had not been permanently financed was arranged by the Ontario Financing Authority through the 55 School Board Trust. Annual payments to service this debenture is being provided to a trust through blocked accounts held by each of the 55 boards.

School Authorities Funding

The costs per pupil are generally higher for these very small school boards, usually located in remote areas of Ontario (called isolate boards) or in some children's hospitals. The School Authorities Allocation ensures that funding is available for these small boards. This allocation is authorized through education funding regulations, but funding levels for these small boards are not determined through the GSN regulation.

The funding for school authorities recognizes the unique costs of operating very small schools in remote areas and in institutions. School authorities' allocations are based on education funding formulas consistent with the GSN, to the extent possible, with provisions for special approval by the Ministry of Education.

Enrolment

Under the school year reporting that covers the period from September to August, the calculation of average daily enrolment (ADE) is based on the existing two count dates within the school year – October 31 and March 31. The full-time equivalent of students enrolled in a board's schools are weighted at 0.5 for each of the count dates.

Junior Kindergarten (JK) and Senior Kindergarten (SK) pupils are counted as half-time students in the determination of ADE for 2007–08, with the exception of combined Kindergarten programs. The ADE regulation allows combined JK and SK programs, where JK students can be counted as enrolled for 600 minutes per week and SK students as enrolled for 900 minutes per week.

The regulation indicates that students who have been enrolled in private schools in the previous school year are eligible to be enrolled in summer school programs of a publicly funded board as permitted by the regulation. This clarification applies for summer programs in 2005 (part of the 2005–06 school year), and in future years.

Fees

Boards are required to continue charging tuition fees in respect of non-resident visa students, Aboriginal students, and students from out of province.

Boards are able to determine the fees that they will charge in respect of visa students for regular day school programs, continuing education, and summer school programs. They must, however, charge as a minimum, the base fee calculated in accordance with the Tuition Fees regulation.

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 for both the 2003–04 and 2004–05 school years 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 elementary pupils of the board attend an elementary school operated by a First Nation band council or education authority. This provision is now ongoing.

The *Education Act* has been amended to allow school boards to waive fees for children whose parents have applied for permanent residence in Canada and for 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 2007–08.

June 29, 2007	Board Estimates for 2007–08
November 30, 2007	Board Revised Estimates for 2007–08
December 14, 2007	Board Financial Statements for 2006–07
May 15, 2008	Board Financial Report for September 1, 2007 to March 31, 2008

Financial reporting, monitoring and audit 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, funding envelopes, and deficit management.

In support of these objectives, the Ministry has, over the last few years, undertaken a comprehensive audit plan focusing on four main areas: enrolment, class size, English as a second language, and teacher qualifications and experience.

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

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

The Ministry intends to review administration and governance expenditures more closely, particularly in boards where expenditure exceeds the revenue allocated for this purpose. Where boards report administration expenditures that exceed funding by 15 percent or more, the Ministry will require boards to prepare a plan to reduce administration expenditures to a level in line with grant funding over a two-year period.

The Ministry will introduce further changes in expenditure reporting forms in 2007–08 to capture information on spending at the program level.

The Ministry will be consulting with school boards about changing the definition of a balanced budget under the Education Act for the 2008-09 school year to align with Public Sector Accounting Board (PSAB) principles.

There are currently two different measurements of a school board's surplus or deficit - one defined in the *Education Act*, which is based on principles from the cash flow approach to budgeting and financial reporting; and a revised definition based on PSAB principles, which school boards use when preparing and reporting their audited financial statements.

Further information on this consultation will be provided in the near future.

For more information on financial accountability for school boards, please refer to the Ministry's website at <www.edu.gov.on.ca>.

Enveloping and Flexibility

Education funding is not intended to specify every expenditure that boards make. It is up to boards, as it has always been, to determine their detailed budget commitments within the terms of the *Education Act* and other relevant regulations and memoranda.

School boards continue to be responsible for setting their budgets. Education funding recognizes that school boards need flexibility to decide how best to allocate resources within those budgets. At the same time, there are restrictions on how school boards may use certain components of their allocation. Limitations are detailed below.

School boards continue to be accountable for how they use all the revenue that they receive from education funding grants. School boards will continue to report, as in past years, how they have used all their funding, and the extent to which this funding has been used for special education, classroom expenditures, new pupil places and school renewal, and administration and governance.

There are spending restrictions for boards on the use of their Special Education, Primary Class Size Reduction and Pupil Accommodation (New Pupil Places and School Renewal) grants. There is also a spending limitation on the School Board Administration and Governance Grant.

Reporting of classroom spending relative to classroom allocations will be retained and required as in previous years.

Primary Class Size Reduction

The funding provided through the Primary Class Size (PCS) Reduction Amount is intended to be used to achieve the primary class size cap in 2007–08.

For 2007–08, school boards are required to submit to the Ministry a comprehensive primary class size plan for the start of school in September 2007. The plan, which is due by June 29, 2007, is to include:

- an estimate of the number of new teachers to be hired with PCS funding and the minimum number of additional primary classes expected, and
- an estimate of the number of classes planned.

Ministry accountability measures include potential grant withholdings if the number of planned primary classes differs materially from the minimum number of classes expected.

If a school board is already compliant with the PCS standards, it may use PCS funding for other services and resources, provided that the funding is used in the elementary panel.

Special Education Grant

The Special Education envelope establishes the minimum that each board must spend on special education; however boards are free to spend more on special education programs and supports. The Ministry specifies types of spending for which the grant may be used and the list of allowed costs. Boards must spend the entire amount of the special education expenditure envelope, as determined by the enveloping provisions of the regulation, for the additional costs of special education programs and supports, that is, the costs above the regular costs of pupils' education supported by the Pupil Foundation Grant and the other special purpose grants.

New Pupil Places and School Renewal

The allocations for new pupil places and for school renewal establish 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 and new pupil places for the creation and renewal of safe and functional schools where students can learn.

Boards have significant flexibility on how this is done – whether through major renovation, replacement, leasing, additions, or other partnership agreements. Unspent funds in any particular year from these two allocations must be placed in a reserve. This reserve may be used in future as funding is needed to ensure the physical integrity and safety of school buildings.

The provision for flexibility in 2007–08 does not affect the enveloping provisions for new pupil places and school renewal. Boards must continue to use this funding for these purposes, or place unspent funds in a reserve.

Student Success, Grades 7 to 12 Component of the Learning Opportunities Grant

Boards are required to submit annual action plans for the use of their allocations for Student Success, Grades 7 to 12 Component of the Learning Opportunities Grant and to submit reports on their activities and results to the Ministry of Education within the school year.

Provincial Transfers for 2007–08

The provincial share of education funding for 2007–08 is calculated by deducting each board's revenue from property taxes for 2007–08 from the total funding allocation determined by the education funding formulas. Tax revenue is based on 38 percent of the 2007 calendar year property taxes and 62 percent of the 2008 calendar year property taxes, plus 2007 supplementary taxes less 2007 tax write-offs.

Where there is a strike, lockout, or withdrawal of services during the 2007–08 school year, the grants will be adjusted by the net savings resulting from the strike or withdrawal of services.

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 will have the flexibility to enter partnerships with other boards or adjacent municipalities to run elections efficiently.

For 2007–08, costs for tax collections by boards that include territories without municipal organization will be provided as follows: a base amount of \$50,000 plus 2 percent of taxes levied in unorganized areas. The above will only be applicable to the tax collecting board in each unorganized area.

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 education funding.

The Government now 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

ADE	Average Daily Enrolment
ALF	Actualisation linguistique en français
CSD	Census Sub-Division
DEA	Declining Enrolment Adjustment
DSA	Distant Schools Allocation
DSB	District School Board
E&E	Effectiveness and Efficiency
ELD	English Literacy Development
ESD	English Skills Development
ESL	English as a Second Language
FA	Facilities Amount
FCI	Facility Condition Index
FFL	French as a First Language
FSL	French as a Second Language
FTE	Full-Time Equivalent
GAF	Geographic Adjustment Factor
GFA	Gross Floor Area
GIS	Geographic Information System
GPL	Good Places to Learn
GSN	<i>Grants for Student Needs – Legislative Grants for the 2007-2008 School Board Fiscal Year</i>
HNA	High Needs Amount
JK	Junior Kindergarten
LICO	Low Income Cut Off
LOG	Learning Opportunities Grant
NL	Native Language
OFA	Ontario Financing Authority
OMPF	Ontario Municipal Partnership Fund
OnSIS	Ontario Student Information System
OSR	Ontario Student Record
OTG	On-the-Ground
PCS	Primary Class Size (Reduction Amount)
PDF	Perfectionnement du français
PLAR	Prior Learning Assessment and Recognition
PSAB	Public Sector Accounting Board
PTR	Prohibitive-to-Repair
ReCAPP	Renewal Capital Asset Planning Process
RSCA	Rural and Small Community Allocation
RSCI	Rural and Small Community Index
SEA	Special Equipment Amount
SEPPA	Special Education Per-Pupil Amount
SIP	Special Incidence Portion

SK

Senior Kindergarten

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